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AUTHOR Emmer, Edmund T.; And Others
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ABSTRACT

This manual provides guidelines and activities for organizing and managing junior high school classes. The first five chapters are devoted to the topic of getting ready for the beginning of the school year; the last four chapters suggest guidelines and activities that are helpful in maintaining a management system. Chapter 1 deals with organizing the classroom and materials before the beginning of school. The topic of chapter 2 is developing a workable set of rules and procedures and planning individual classroom routines. The third chapter discusses the major facets of student accountabiity, such as work requirements, communicating assignments, monitoring, checking work, and offering academic feedback. In chapter 4, the subject of discipline is dealt with; consequences, penalties, and incentives are discussed. Suggestions are provided in chapter 5 on planning for the first day and week of school. Chapter 6 provides guidelines for maintaining a classroom management system, including monitoring student behavior, handling inappropriate behavior, using consequences consistently, and dealing with special problems. The seventh chapter is devoted to a discussion of instructional clarity. In the eighth chapter, planning and organizing instruction is discussed. The ninth chapter presents recommendations for adjusting instruction for special groups and classes with heterogeneous abilities. In each chapter, summary guidelines are included as well as a teacher checklist, suggested activities, and a narrative case study. (JD)

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ORGANIZING AND MANAGING THE JUNIOR HIGH CLASSROOM

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(R&D Rep. No. 6151)

Classroom Organization and Effective Teaching Project
The Research and Development Center for Teacher Education
The University of Texas at Austin

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PREFACE

This manual was developed as part of a series of research studies focusing on classroom management conducted by the Classroom Organization and Effective Teaching Project (COET) at the Research and Development Center for Teacher Education, The University of Texas at Austin. COET's research on Junior High School classroom management began in 1978 with the Junior High Classroom Organization Study (JHCOS), a descriptive study of 51 teachers in eleven schools. The purpose of the JHCOS was to find out how effective teachers organize and manage their classes from the first days of school and maintain their management effectiveness throughout the year. Each class was observed about 16 times during the school year, including intensive observation during the first week of school. Observers recorded a variety of information about the classes, including descriptive narratives of classroom events, measures of student task engagement, and ratings of specific teacher and student behaviors. Teacher interviews and questionnaires and school district records of student achievement test scores were also sources of information. At the end of the study, this information was used to identify a group of teachers who had succeeded in establishing and maintaining well-managed classrooms. Their classes were characterized by high levels of student cooperation, success, and task-involvement. Students in these classes made good achievement gains during the year. Classroom observation records from the more effective teachers' classes were compared with those of less effective teachers, with particular attention to what teachers did at the beginning of the school year to organize and plan for classes, and how they maintained their management system and organized instruction later in the year. Results of the study were used in preparing a pilot version of Organizing and Managing the Junior High School Classroom.

In the 1980-1981 school year, the manual was pilot-tested with seven teachers with results indicating that the manual was helpful to teachers in organizing their classes at the beginning of the school year. Teachers' responses to interviews and questionnaires were considered

in revising the manual and planning a full-scale test of its effectiveness during the following school year.

The Junior High Classroom Management Improvement Study (JMIS) included 61 teachers in Grades 6 through 8 in 14 schools in two school districts. Teachers selected for the study generally had two or fewer years of experience, although some more experienced teachers were included in the sample. Stratified random selection was used to divide teachers into two groups, balanced for years of experience and grade level. One group of teachers received the manual before school started, and participated in a workshop before the school year began and another after several weeks of school. The other teachers received the manual and a workshop later in the school year. Classes taught by all of the teachers in the study were observed intensively during the first 8 weeks of school, including the first day, and four additional times during the first 2 months of 1982. Results from the study indicated that the manual was of significant help to teachers in establishing classes with higher levels of student task-engagement and appropriate behavior.

Information about the JMIS, management materials and research in the elementary grades, and or other studies conducted by COET and a catalog of publications of this project and others at the center can be obtained from the following address:

Dissemination Office
Research and Development Center for Teacher Education
Education Annex 2.244
The University of Texas at Austin
Austin, Texas 78712

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Development and testing of this manual was made possible by the efforts and cooperation of many people during several years of research on classroom management. The authors acknowledge and appreciate the contributions of individuals and school districts that participated in the Junior High Classroom Organization Study (JHCOS), the Junior High School Pilot Study (JSPS), and the Junior High Management Improvement Study (JMIS). Three organizations provided support for this research program: the Research and Development Center for Teacher Education, Oliver H. Bown, Director; the Austin Independent School District in Austin, Texas; and the Northside Independent School District in San Antonio, Texas. It is not possible to name all of the individuals who have contributed significantly to COET's research on classroom management. Each study was the product of the efforts of many staff members, classroom observers , typists , school district personnel , principals of participating schools, and the junior high and middle school teachers who allowed us to learn from them and their classrooms.

Several present and former staff members, however, have made contributions to the work that we would like to acknowledge individually. These persons include Jeanne Martin, in charge of data processing for the COET Project; Linda Anderson, Assistant Director of the Project during earlier phases of our management research; Randall Hickman and Ellen Williams, who assisted in the preparation of a portion of the manual; and Paula Willis, Office Manager. In addition, the following individuals provided valuable assistance and support to our work on classroom management at the junior high/middle school levels: Lawrence Buford, Associate Superintendent for Instruction, Maude Sims, Director of Secondary School Curriculum, and Freda Holley, Coordinator of Research and Evaluation in the Austin ISD; Richard Pipes, Associate Superintendent for Curriculum and Paul Flemming, Director of Secondary Education, in The Northside ISD.

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INTRODUCTION

Suppose that we were to observe the classrooms of two junior high[1] teachers sometime after the school year has begun. Two scenes we might see are described below.

> The students in Ms. Y's fifth period class enter the room before the bell, and they quickly get out their class materials. Talking ceases when the bell rings. The students complete a short academic task while Ms. Y checks roll and performs other administrative tasks. When Ms. Y calls for students to exchange papers for checking, they do so quickly. . .. Later, when Ms. Y is presenting new content from the day's lesson, students are attentive. When Ms. Y calls for a response to a question, or when pupils wish to ask a question, hands are raised. . .. After Ms. Y gives an assignment, students begin work promptly. During the seatwork phase of the period, students remain involved in the activity, occasionally raising their hands when they need assistance. . .. Students and teacher are focused on learning tasks, although the atmosphere seems relaxed.

Ms. Y has the situation well in hand. Although the thumbnail sketch above is not descriptive of all aspects of the teaching-learning setting, most of us would agree that this class is conducive to learning and is well managed.

Now let us look at a second classroom, in which the teacher is having less success in maintaining order and securing student cooperation.

> Several of the students in Ms. Z's third period class enter after the bell rings. Several minutes of confused milling about occur, before students are all seated and Ms. Z takes roll. Three students leave their seats before the first class activity, further delaying its start. . .. During class recitation, many students call out without having first been called upon. Sometimes students comment rudely about other students' responses. When Ms. Z criticizes these students, they laugh. Toward the end of the recitation activity, most of the students are no longer attentive. Instead, they talk among themselves, pass notes, or engage in other activities. . .. After Ms. Z gives a seatwork assignment, only a few students begin work promptly. A high noise level continues throughout the activity, while the teacher works with individual students.

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[1]The term "junior high" is meant to encompass both traditional junior high school as well as middle school grades.

With 15 minutes left in the period, most students have stopped working and are visiting with one another, even though few students have completed the assignment.

Ms. Z is facing some difficult management problems. Students are not cooperating with her and some are actually obstructing her teaching. Considerable time is being wasted in attempting to involve students in the activities. Finally, numerous students are avoiding the responsibility of engaging in and completing work assignments.

Obviously, we would much prefer to have classes running like Ms. Y's, in which students are on-task, engaged in appropriate activities, and cooperative, because the conditions for learning and teaching in such classrooms are more conducive to student success and high achievement. But how do such classes get that way? And, of equal importance, how can a teacher avoid a situation such as Ms. Z's classroom, where teaching is a continuous struggle and many students will not achieve up to their potential? We have tried to answer these questions in this manual by providing a series of guidelines and activities for use in organizing and managing your classes. These suggestions have been developed as a result of observing over 100 junior high classes throughout the school year. Of course, it would have been ideal for you to have observed these classes. But because that was impossible, we have tried to provide the most practical alternative by giving recommendations and illustrations drawn from what we observed in well-managed classes.

How to Use This Manual

You will find that the manual has nine chapters. The first five are devoted to getting ready for the beginning of the school year. The reason for this emphasis is that in our observations we found this period to be a crucial one. A good beginning gives impetus to student involvement and cooperation throughout the year. Therefore, we recommend that you read the first five chapters very carefully and that you use these as a basis for your planning for the beginning of school.

The last four chapters of the manual suggest guidelines and activities that are helpful in maintaining your management system. However, these chapters also contain material that is very useful for planning and

conducting your beginning-of-year activities. Consequently, we urge you to study the entire manual before classes begin.

A number of charts and tables are presented in order to summarize information. In addition, convenient checklists of things for you to do or to remember are included. You will find room to write your notes and plans on them.

The manual is color-coded, as follows:

White	Guidelines and activities
Green	Major case studies
Gold	Checklists

We know that the teacher's management task is not an easy one. It requires constant attention and consummate skills to maintain the involvement and cooperation of 25 to 30 young adolescents during five classes a day. We are certain, however, that the use of the activities and suggestions in this manual will aid your management effectiveness and will make your teaching an enjoyable activity throughout the year.

CHAPTER 1

Organizing Your Room and Materials for the Beginning of School [2]

You will soon be teaching 25 to 30 students at a time for five periods a day. During any given period, students will come and go, many activities will occur, and you and your class will use various materials, texts, references, A-V equipment, and supplies. You may have to take attendance and complete an absent-from-class form, record and deal with tardy students, handle bathroom or other "emergency" requests, give assignments, collect papers or other student work, as well as conduct instruction. Clearly, there is much more to being ready to teach than simply having lessons planned. In fact, proper room preparation and materials arrangement helps instruction flow smoothly and conserves class time for learning. Inadequate planning of the classroom can interfere with instruction by causing interruptions, delays, and dead time.

The purpose of this section of the manual is to help you organize your classroom so that it will be ready for your students when school begins.[2] Each major topic for planning is described, along with suggestions for you to use in developing your plan. Most of the topics discussed below are pre-instructional; that is, they should be ready before you meet your students. They have been placed first in the manual not only because they can be completed ahead of time, but also because many teachers find it difficult to think about instructional activities until they have their physical space organized and ready to go.

The description of the planning topics below includes, in the left column, a discussion of each topic, and, in the right column, one or more things to do to get ready. Following the description is a checklist (gold pages) summarizing the major topics. Feel free to make notes on it and to check off items once they have been completed.

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[2] If you have not yet been assigned a room, or if your building is not open yet, you will not be able to conduct the activities suggested in this section. Begin your reading at page 17, Chapter 2.

Topic	Things to Do
A. Walls, Bulletin Boards. Walls and bulletin boards can be used to display student work, instructionally relevant materials, and rules. Leftover space can be decorated. Don't overdecorate and don't spend a lot of time on this activity. Just get the job done. A few bare bulletin boards won't bother anyone; leave them for displaying student work!	a. At the start of school, you should plan at least the following displays for walls and chalkboards: 1. class rules (to be discussed in a later chapter) 2. a place for listing the assignments made during the week 3. a place for listing the day's assignment In addition, many teachers find the following displays useful: 4. An example of the paper heading to be used in your class 5. a content relevant display, such as one illustrating a feature of a soon-to-be-taught topic b. If you need ideas about decorating your room, look at some other rooms around the school. c. You can purchase for a few dollars, pre-cut cardboard letter, bulletin board borders (in rolls), posters, and other graphics at school supply stores. d. Both instructionally relevant displays and bulletin board or decorative material may be available in your departmental (math, science, language arts, social studies, etc.) supply room or area. e. For a colorful look, and to hide deteriorating bulletin boards, you can staple large sheets of colored paper over the surface. Find the paper on large rolls in the supply room or office.

Topic	Things to Do
B. Floor Space.	
1. Arrangement of student desks.	
Even if other arrangements are to be used later in the year, consider placing student desks in rows facing the major instructional area at the beginning of the year. This minimizes distractions for the students and allows the teacher to monitor behavior easily.	a. Count and inspect the desks/chairs. Make sure you have enough. Replace damaged furniture. b. Arrange the desks so that you can easily observe students from all areas of the room in which you will work. Students should be able to see you and frequently used displays, overhead projector screen, chalkboard, and demonstration areas. c. Keep traffic areas clear. Allow room to move up and down aisles and behind the last seat in each row. Keep access to storage areas, doors, bookcases and frequently used equipment clear.
2. The teacher's desk, bookcase, lecturn, overhead projector stand, file cabinet, and other equipment.	a. Permanent locations of chalkboards, electrical outlets, and screens may limit the positioning of instructional areas and furniture, so consider the fixtures first when planning. b. Place furniture so that it does not interfere with traffic flow.

Topic	Things to Do
B. Floor Space. (cont'd)	
	c. If you plan to use your desk for individual work with students, place it so that it is accessible and allows you to monitor the room while at the desk.
3. Work areas.	
In many subjects, such as science, industrial arts, homemaking, or art, students may spend part of their time in a laboratory, shop, or other work area. The area may be in the same room or in another room adjacent to the classroom. Students may work individually or in groups. In other subject areas, later in the year, the teacher may have some students working in a group or individual projects.	a. Follow the same principles as in Items 1.b and 1.c above. Arrange the area(s) so that you can monitor the rest of the class when you are working with one of the groups. Be sure you can monitor each work area from those parts of the room in which you are likely to be.
4. Bookcases.	
	a. Place bookcases where they don't prevent monitoring or obstruct lines of sight -- yours or the students'.
	b. Separate frequently used books and materials from special use books or those which students are not allowed to use. This will make it easier to teach students which is which.
C. Storage Space and Supplies.	
It is a fortunate teacher who has enough storage space. You may need to be creative in order to make the most of your space. In deciding where to store particular materials or supplies, two considerations are how often you or the students will	a. Cardboard boxes can be covered with contact paper and used to store dittos, special materials, or projects. Look to the tops of cabinets and bookcases, as well as in them.

Topic	Things to Do
C. Storage Space and Supplies. (cont'd)	
use an item and whether you want the students to get it and put it back without your aid.	b. Organize files by units or topics, keeping all the masters for one unit together. By filing leftover copies, you will have extra worksheets at your fingertips for any students who need extra help or work in any particular area.
1. Everyday supplies.	
These need to be in a convenient and accessible place. A designated work table or top of a file cabinet can serve as storage space for materials that you want students to get without your help.	a. Daily supplies will depend upon the subject area as well as the particular activities scheduled for the day. In addition, students are expected to furnish certain materials for themselves. Most classes can use the following set: 1) Pencils 2) Paper in varying sizes and colors 3) Water soluble or permanent markers 4) Rulers 5) Chalk 6) Transparent tape and/or masking tape 7) Stapler 8) Glue Put these supplies in an accessible location. Use old cigar boxes, IBM card boxes, coffee cans, etc., for containers. Label as needed.
2. Everyday books and instructional materials	a. If you don't know what books and other materials are available for your subject, ask your department chairman or an experienced teacher in your subject. Decide (or find out) which books the students are allowed to keep at their desks

Topic	Things to Do
C. Storage Space and Supplies. (cont'd)	
	or take home and which must remain in the room. (This decision may be yours to make.)
	b. Find easily accessible shelves on a bookcase for those everyday books and materials that will not be kept in the students' desks.
3. Long-term, seldom-used or special occasion items.	
These include Christmas and other seasonal decorations, special project materials, and things that are used only a few times a year or will be used sometime in the future.	a. These items can be stored at the backs of cupboards, in your closet, or on top of the cabinets (even out of the room if you have access to outside storage space).
4. General purpose equipment.	
This includes the overhead projector, record player, tape recorder, headphones, pencil sharpener, etc.	a. Note where electrical outlets are located before you place equipment.
	b. Obtain needed extension cords or adaptor plugs. Store them with the equipment so you won't need to look for them when you want to use the equipment.
	c. Test all equipment now.
5. Special equipment.	
In some subjects, such as science, industrial arts, or home economics, etc., you may have a large supply of many kinds of equipment to be used during the year. You will need to be familiar with what is and what is not available, and its condition.	a. Check to see if there is an inventory of special equipment. Find out where the equipment is stored. Make sure you have access to what you need, and if you must share the equipment with another teacher(s), discuss procedures for equipment use and storage.

Topic	Things to Do
C. Storage Space and Supplies. (cont'd)	
	b. Inspect any special equipment that you plan to use during the first 6-8 weeks of the year. If you find broken equipment, report it and find out how to get it repaired or replaced.
6. Student materials.	
This includes anything that students cannot keep in their lockers, and so must be left in the room overnight.	a. In a few subject areas, such as industrial arts, homemaking, or art, students may regularly work on projects. Occasionally these projects may produce objects that are bulky or awkward to store in lockers, and hence must remain in the room. You will need to provide special storage areas to which you can control access in order to provide for the materials' safekeeping. If you do not have such a storage area, and if you do not have space in your room to set up one, you'll be wise to avoid such projects.
7. Your own materials and supplies.	
These include some standard supplies, as well as forms for handling routines, and personal instructional materials.	a. You will receive some standard supplies from your school office. Typically these include pencils, paper, chalk, erasers, transparencies, index cards, paper clips, rubber bands, scissors, ruler, glue, stapler and staples, thumb tacks. You should add the following: Kleenex, rags, paper towels, soap, and bandages. Store these where they will be accessible to you when you need them.

Topic	Things to Do
C. Storage Space and Supplies. (cont'd)	
7. Your own materials and supplies. (cont'd)	b. Obtain a supply of the forms which are used in your school for handling routines on a daily or period-by-period basis. Often these include attendance reporting forms, tardy slips, hall passes, demerit forms, seating charts, and so forth. Put them in the top drawer of your desk or a similarly accessible place. Because you will use some of these forms every period and/or every day, you don't want to waste time searching them out.
	c. Be certain that you have a grade book and copies of instructor's manuals or teacher's editions for all textbooks that you will use with your class.
	d. If you don't have a clock and a calendar in your room, get them. Many teachers also find a kitchen timer useful.
	e. Find out the system for checking out textbooks; often it is first come, first served. If so, get your bid in early to ensure getting the books you want.
	f. Discuss with an experienced teacher how to set up your gradebook. One suggestion is to leave space under each student's name for adding the book number(s), student number, telephone number and other information which you may need at various times throughout the year. This enables you to have the necessary information in one easily accessible place.

Summary Guidelines for Organizing Room and Materials

1.1 Prepare walls and bulletin boards to display rules, assignments, student work, and instructionally relevant materials.

1.2 Arrange seating, other furniture, work areas, and storage space to facilitate instructional activities, monitoring and traffic flow.

1.3 Obtain and organize needed supplies.

Activity for Chapter 1

* Use Checklist 1, Preparing the Classroom, to help organize your room and ready your supplies.

✓ CHECKLIST 1 ✓

Preparing the Classroom

Topic	Check When Complete	Notes (Materials to acquire, things to do, etc.)
A. Wall and Bulletin Board Space		
B. Floor Space		
1. Student desks/tables		
2. Traffic patterns		
3. Student work areas		
4. Instructional areas, overhead projector, chalkboards, and demonstration table		
5. Teacher's desk, filing cabinet		
6. Bookcases		
C. Storage Space and Supplies		
1. Everyday supplies		
2. Everyday books and other instructional materials		
3. Seldom-used materials		
4. Equipment		
5. Student materials		
6. Teacher supplies		

CHAPTER 2

Developing a Workable Set of Rules and Procedures

The purpose of this section is to help you to identify rules and procedures that will be appropriate for your classes. Of course, we cannot tell you exactly which rules are best because appropriateness depends, in part, on the subject you teach, your class activities, and your preference for particular student behaviors. For example, some teachers allow quiet talk among students during seatwork activities; other teachers allow talking only with permission from the teacher. What we can do in this section is to identify those aspects of classroom activities and behaviors which should have an explicit set of rules or procedures to govern or regulate them. We will also discuss guidelines for deciding which rules or procedures to adopt, and we will present some case studies of rule systems. Checklist 2, Rules and Procedures, is included in this chapter in order to help you organize your planning for the area.

Although the rules and procedures used by effective classroom managers vary from teacher to teacher, we do not find effectively managed classrooms operating without them. It is just not possible for a teacher to conduct meaningful instruction or for students to work productively on seatwork or projects if students move about at will, interrupt the teacher and one another, and make whatever amount of noise pleases them. Furthermore, inefficient procedures, and the absence of routines for such common features of classroom life as attendance reports, turning in materials, checking work, and so forth, can waste large amounts of time and cause students' attention and interest to decline.

What are the things for which you need to plan rules and procedures? Four major areas can be identified:

1. Expected student behavior during instructional activities. Included in this area are conduct during whole class activities (teacher presentation, recitation, discussion, testing), small group or project work, and seatwork.

2. Student behavior during non-instructional activities. Every period during the school day will include some form of administrative or procedural task. During these times, either students will be engaged in some behavior or they will be waiting. These activities include entering and leaving the room, announcements over the PA system, roll call/attendance checks, getting materials from a supply shelf, waiting for materials to be distributed, pencil sharpening, bringing books and other supplies to class, etc. You will need to help the students understand what is expected of them at these times.

3. Routines for handling administrative tasks. As the teacher, you will need to handle a variety of administrative tasks. Common ones may include recording absences, filling out office attendance forms, signing permits to enter class or absence excuses, and keeping separated the papers, other assignments, and tests for your five classes. You need to establish your own routines to handle these tasks efficiently. If you do not, you will certainly lose instructional time and you may encourage student misbehavior through a lack of active monitoring and an increase in student dead time.

4. Procedures for maintaining student responsibility or accountability for work. You will have much more success in teaching your students if they complete assignments, do their homework, and try their best on tests, than if your students turn in incomplete, sloppy work, fail to do their homework, or goof off on tests. You will need to establish procedures which increase the likelihood that your students will feel responsible for their use of class time and the regular completion of assignments. In fact, this is such a crucial area that we will devote a separate chapter of the manual to it. Therefore, the remainder of this chapter will treat only areas 1, 2, and 3, so that the material dealing with procedures for student accountability can be presented in greater detail in chapter 3.

Definition of Terms

Both "rules" and "procedures" refer to stated expectations regarding behavior. In this manual, "rule" will refer only to written rules which are either posted in the classroom, given to students on ditto or other

copy, or copied by students into their notebooks. Usually rules indicate behavior that is not acceptable as well as expected, appropriate behavior, although teachers sometimes manage to write rules that are only positively stated (e.g., "You may talk when given permission"). In such instances, the unacceptable behavior is often implied (i.e., "Don't talk without permission"). Generally, rules deal with classes of behavior, rather than single events. For example, the rule, "Respect other persons and their property," covers a large set of behaviors, and avoids the difficulties inherent in attempting to enumerate each instance. Note that the teacher must be alert throughout the first month or so of the year for opportunities to point out behaviors that are covered by the rule. By doing so, the teacher helps students learn concretely what the rule means. In addition to general rules, many teachers will have a rule or two governing a specific behavior or behaviors they have grown to accept or to hate, e.g., "Gum chewing is (or is not) allowed."

Procedures, like rules, are expectations for behavior. They usually apply to a specific activity, and they usually are directed at accomplishing something, rather than forbidding some behavior. For example, you will set up procedures with your students for collecting assignments, turning in late work, sharpening pencils, using the bathroom, etc. Sometimes a teacher will have a general rule for some set of behaviors and will also have procedures which allow the rule to be applied in varied circumstances. Procedures are usually not written down because they are too numerous and because their specificity and frequency of use allows students to learn them rapidly. However, some procedures (e.g., how you determine grades) are so critical that you may want either to duplicate copies for students to keep, or to have students copy the procedures in their notebooks.

Identifying School Rules and Procedures

Many schools have written rules prohibiting or requiring certain behaviors, and teachers are expected to enforce these rules. It is to your advantage to do so. A set of rules applied consistently in all classes is easier for students to learn and acquires greater legitimacy in the eyes of some students because the rules are everyone's rules.

Furthermore, all schools have certain procedures which must be followed by every teacher (e.g., keeping attendance records).

If you have taught at this school before, you are undoubtedly familiar with its rules and procedures. If you are a new teacher at the school, you need to learn them now.

You can find out about school rules for students and administrative procedures for teachers from the following sources:

a. A teacher's handbook, compiled by the school.
b. A school orientation meeting conducted by the principal or another building administrator.
c. Your department chairperson or another teacher.
d. The office secretary, administrative assistant, or other office personnel.

Pay careful attention to the following:

a. Behaviors that are specifically forbidden (e.g., wearing hats or caps; running in the halls) or required (e.g., being seated when tardy bell rings; bringing a note for absence).
b. What the consequences are if a student violates a school rule. If, for example, students receive detention for an unexcused absence, you need to know this, and also what your responsibility is for informing the office or an assistant principal. However, if the school does not have a policy for handling the breaking of certain rules, then you will need to plan how to handle it yourself. For example, if it is up to the teacher to deal with tardiness to class, you'd better be ready with a system.
c. Administrative procedures that must be handled during class time. Included here are beginning-of-year tasks, such as assigning textbooks to students, collecting fees, and checking class rosters. In addition, some tasks will be performed each period: taking and recording class attendance in your grade book, handling previously absent students, and putting out an attendance report for the office. You will also need to know how to deal with tardy students, and what the procedures are for allowing students to leave the room once the period begins (not that you'll encourage it, of course).

When you have obtained the information, you will have a clearer idea of your school's system, and you will be ready to plan how you will work within it.

Deciding on Rules and Procedures

It is important to think through your expectations before school begins because you want the year to start with appropriate student behavior. It's much easier to maintain good behavior than it is to alter a pattern of inappropriate behavior that has become established. By having a clear idea of the kinds of behavior you want from your students, you will find it easier to be confident of your ability to manage your classes. Having your rules and procedures planned ahead of time will allow you to communicate your expectations clearly.

Sometimes teachers allow students to participate in the rule formation process in order to encourage student "ownership" of the rules and acceptance of responsibility for their behavior. Student participation may take several forms, including a discussion of why rules are needed, suggestions for particular rules, or identification of specific examples of general rules (e.g., what it means to "respect other persons"). Should you decide to involve students in rule setting, some cautions should be observed. First, the domain in which student participation is acceptable is limited. School-wide rules must be accepted as they are. Also, there are policies which are essential to managing instruction and whose acceptance cannot be left to student discretion (e.g., "Students should be attentive during whole class presentations and discussions"). Finally, you must remember that you will be teaching five separate classes. You will find it difficult to post rules if each class generates a different set of rules, and you may have a problem remembering which rules are associated with which class.

An approach taken by some teachers to the student choice problem is to limit it to particular activities and behaviors. For example, if gum-chewing is not prohibited by a school rule and if you do not find it objectionable, then you can give your students the choice of whether or not to chew. (It would be a rare class that decided to prohibit it.) Another area in which an option may be available is whether seatwork is to be done silently or whether quiet talking is acceptable. When

students are given such choices, then you must also make them aware of their responsibility for making the chosen procedure or rule work and of the consequence of losing the more desirable alternative if their behavior warrants.

It is important to note that many effective managers do not provide for extensive student choice or participation in rule setting. Instead, they present their rules and procedures clearly to students and provide reasonable explanations of the need for them.

You should strive to be reasonable and fair in your rules and procedures. Teachers who act autocratically invite challenges from rebellious adolescents. However, a teacher who is authoritative, who establishes reasonable rules and procedures, who provides an understandable rationale for them, and who enforces them consistently, will find the great majority of students willing to abide by them.

Use the table presented below to identify procedures you need to establish in your classes. Use Checklist 2, Rules and Procedures, to record these.

Identifying Necessary Procedures

The table which follows on the next several pages lists all of the areas for procedures commonly needed in secondary school classrooms. An exception is the set of procedures to maintain student accountability, presented in the next chapter. The table is extensive, but you may not need to use all of it. For example, if you do not plan to use small groups or group project activities, you obviously do not need to plan procedures in this area. Also, some areas will be relevant later in the year, but not now.

Things to Ask Yourself	Suggestions

I. PROCEDURES FOR BEGINNING CLASS

Administrative Matters

1. What administrative matters need efficient handling by you at the beginning of the period? Where will you handle them?	You will want to handle such tasks as roll call and filling out the absence slip as quickly and efficiently as possible. Choose a location where the seating chart, roll book, and absence slips can be used easily (such as at a podium or table), preferably near the door where the slip is put out.
2. If a student was absent on the previous day, what should s/he do?	If you have a particular location for roll call, you can have the student leave his/her absence excuse slip there for you to sign, or bring it to you to sign while you are checking roll. It is the teacher's responsibility to see that students who were absent have an office excuse (permit to enter class). In order to keep track of previous absences, you will need a record that you can check. Many teachers use their grade book, marking in pencil an "a" for absent and "t" for tardy.
3. If a student will be leaving during the period, what should s/he do?	First find out what your school requires. You will want to know at the beginning of the period if anyone must leave class. The student can inform you while you are taking roll. It will simplify matters to have only one system for these kinds of contacts.
4. What is the procedure for students who are tardy?	Find out the school policy and follow it. If there is no specific school policy, you will need to have a procedure of your own. Some schools require the student to sign a slip when s/he is tardy, and after a certain number of tardies the student receives a detention. Some teachers require students to stay in before or after school each time they are tardy. You will need to have a record keeping system for this and keep it handy, so that it will take little time to handle.

Things to Ask Yourself	Suggestions
I. PROCEDURES FOR BEGINNING CLASS (cont'd)	
Student Activities	
1. When the tardy bell rings, what are students supposed to do?	When the bell rings, most effective managers expect talking to stop. A good idea is to have a regular beginning class routine (see chapter 5) for the first 4 or 5 minutes of class. Students should begin the activity as soon as the bell rings.
2. If PA announcements come on, what is expected of the students?	Tell the students specifically what their expected behavior is during announcements (e.g., No talking, stop or continue working).
3. What materials are students expected to bring to class and/or have ready when the bell rings? If these vary from day to day, how will you let them know?	Most effective managers expect students to have all of their materials ready to use when the bell rings. This includes sharpened pencils, headings on papers (if needed), homework papers, textbooks, project materials, etc. Having this requirement also discourages tardiness.
4. What procedures will you use for checking out books to students?	You will want to have something for students to do while you are recording book numbers. This may be either an academic activity such as a worksheet or exercise from the chalkboard, or a procedural activity, such as covering the books and filling out forms. Determine ahead of time where and how you will record book numbers. Take as little time as possible in this activity. For examples of efficient ways to do this, see the case studies in chapter 5.
5. What procedures will you use for distributing supplies and equipment?	If students will be using books or supplies which are kept in the room, you will need a system whereby students pick up their own materials, or monitors pass them out. Monitors may be specially chosen students or the first or last person on each row. Make sure your directions to monitors are clear and specific.

Things to Ask Yourself	Suggestions
I. PROCEDURES FOR BEGINNING CLASS (cont'd)	
Student Activities (cont'd)	
6. What responsibilities do you want students to have in taking care of materials or equipment?	If there are specific instructions for the care and use of equipment or materials, the instructions should be given and demonstrated, if appropriate, prior to passing them out. You may also wish to have a chart with step by step directions for students to follow in dealing with materials.
II. PROCEDURES DURING INSTRUCTIONAL ACTIVITIES	
1. How will students contact you if they have questions or need help? Where will you work with individual students who need extra help?	Most effective managers require students to raise their hands in order to be called on, with no exceptions. When students are working at their seats and need help, you should have them raise their hands and you go to them, or they may come to you. This will avoid long lines or chatty groups by your desk, it will allow you to control where you give individual assistance so that you can better monitor the class, and it will allow quiet, private contacts which will not disturb the class nor embarrass the student you are helping. If you choose to help students at a location other than their desks, choose a location with plenty of room, out of the way of traffic and the chalkboard or other displays students must be able to see.
2. Under what conditions may students leave their seats (to go to the pencil sharpener, turn in papers, etc.)?	To eliminate unnecessary wandering around the room, you should indicate when students are allowed to leave their seats. For example, students may sharpen pencils only when you are not actively teaching a lesson or only during seatwork or before class.
3. Under what conditions will you allow students to leave the room to go to the bathroom or other locations (e.g., the office, library, lockers)? What procedure will you need for allowing students to leave the room?	This procedure must be established early in the year and consistently followed. Students should not be allowed to leave the room except in emergencies, as determined by the teacher. Students should be told that the passing period is normally sufficient time for going to the restrooms, lockers, etc. If an unusual circumstance arises, they should talk to you first.

Things to Ask Yourself	Suggestions

II. PROCEDURES DURING INSTRUCTIONAL ACTIVITIES (cont'd)

4. What signal will you use to get the students' attention?	Some of the techniques used by teachers are: a timer bell, turning on the lights, sitting down by the overhead projector, standing by the chalkboard, or a particular phrase such as "Let me have your attention." It is helpful to consistently use a particular signal that will let students know you are ready to begin a presentation or lesson.
5. What procedure will you have for students to head their papers?	This procedure should be decided upon prior to the first day and presented to the students the first time they do a written assignment. It is very helpful to prepare a sample heading on a large sheet of paper and post it where the students can see it. Some effective managers do not accept papers without the proper heading.
6. Will you allow students to talk to one another and/or to work together during seatwork activities?	If this will be allowed, you will need to establish specific limitations. For example, you may say that during certain activities you will allow quiet talking, but if the talking gets too loud, then the privilege will be lost. If quiet talking is allowed, monitoring is <u>still</u> necessary.
7. What will students do if they complete a seatwork assignment early?	If you have enrichment activities for faster working students, you will need to specify exactly when these materials may be used, how many students may be involved in any single activity, where the materials will be kept, and what the procedures are for returning any materials to their proper places.
8. What kinds of equipment or materials will require special instructions or a demonstration?	Wait until the first time the equipment or materials will be used to do a demonstration or give instructions. You should also make a list of specific instructions and post it or display it each time the materials or equipment are used.

Things to Ask Yourself	Suggestions

II. PROCEDURES DURING INSTRUCTIONAL ACTIVITIES (cont'd)

9. What procedures will you need for laboratory work or student projects?

a. If the students must leave the room, how many may go at a time, and what type of permission form will be needed? What other rules and procedures will you need for moving from one room to another?

If you are sharing facilities with other teachers, you will want to cooperate with them in standardizing these procedures for all classes.

b. How will you pass out and collect materials and supplies?

To avoid traffic jams, plan distribution stations carefully. Use more than one station. When possible, save time by placing some or all necessary materials or supplies on students' desks or work tables before class starts.

Assign student helpers to:
1. help pass out supplies and materials,
2. monitor supply stations or check out/in special equipment, and
3. monitor cleanup of work areas or equipment.

c. What safety routines and equipment will you need to have and explain to the students?

d. Will the students work alone, in pairs, or in groups? How will these be assigned?

e. What supplies will the students need to bring and how will you let them know?

Things to Ask Yourself	Suggestions
II. PROCEDURES DURING INSTRUCTIONAL ACTIVITIES (cont'd)	
9. Procedures for lab work (cont'd)	Guard against leaving too little time for cleanup at the end of activities. Use a timer, alarm clock, or (at least) some
f. What procedures will be needed for cleaning up?	student volunteers to help you remember when to begin cleanup. At the beginning of the year, it is wise to allow extra time for cleanup. Use any time left over after cleanup to lead a discussion of the activity or give students feedback on their performance.
	All students should be expected to participate in cleanup, but appoint certain students to act as monitors. For example, two students could monitor two equipment stations, checking for return of all equipment in clean working order. Three others could be monitors who check to be sure that certain other areas of the room are clean and straight.
III. PROCEDURES FOR ENDING THE CLASS	
1. What procedures do you need for putting away supplies and equipment?	Leave enough time for students to put everything away and to pick up things in their area. If monitors are to do anything other than pass out or take up materials, you will need to have specific instructions for them. If students return materials or supplies individually, you might appoint a student monitor who has the responsibility of checking to be sure all materials have been turned in (e.g., counting to see that all the dictionaries are on the shelf, all the scissors are in the box).
2. How can you keep your own teaching materials, supplies, and student papers organized?	Do not let the papers, materials, records, etc., from different periods get jumbled together. Use file folders, boxes, baskets, etc., to store things. Keep student material in a separate file for each period. Check your desk or other instructional storage areas during closing; rearrange loose material so you will not lose time at the beginning of the next period.

Things to Ask Yourself	Suggestions
III. PROCEDURES FOR ENDING THE CLASS	
3. What standards of neatness do you require before dismissing the class?	You should expect students to leave the room as clean as it was when they came in. Remind the students to check around their chairs for paper or other trash.
4. What procedure will you use to dismiss the class?	Most effective teachers require all students to be in their seats and quiet before they may be dismissed. Because students do not want to be late for their next class, they will generally settle quickly if you enforce this requirement.
IV. OTHER PROCEDURES	
1. What conditions do you want to establish about students' use of and contact with your desk and storage areas?	You will probably want to specify areas of your room as off limits to students except with your permission. It is better not to leave on your desk a lot of materials that could be disturbed by students. It is helpful to have a table or other area away from your desk where you can work individually with students.
2. What procedures do you need to teach your students regarding fire and disaster drills? When do you need to teach these procedures?	Generally these will not need to be taught on the first day. Because most junior high students know the basic procedures, a few timely sentences during the first week about which door to leave from, the procedure for leaving the room (e.g., by row), and a designation of who will turn off the lights and close the door will be sufficient. You may want to post a map of where the students are supposed to go during the drill.
3. If your class is split for lunch, what additional procedures will you need to have?	Tell students whether they should clear their desks, or leave their work out. Tell them if it is safe to leave personal belongings in the room. Show or tell the class what route they should take from your room to the cafeteria and what halls are off limits. Let students know what they are allowed to do and where they may wait after lunch.

Planning Your Classroom Rules

In the preceding part of the chapter, you considered the procedures you would need in a variety of classroom situations, such as beginning the period, whole class activities, seatwork, etc. An important part of your planning was to consider how you expect students to behave. Now, your task is to translate those expectations into a set of general rules.

Following is a list of five general rules which cover many classroom expectations and behaviors. The rules presented here are meant to be examples rather than a definitive list. You may decide to use other rules or different wording. After each rule is a list of some behaviors related to the rule. These are presented because, when generally stated rules are used, you must decide which behaviors are covered, so that you can communicate these expectations to your students. The lists of related behaviors are only meant to be considered for use rather than totally adopted. When discussing the rules and related behaviors with your students, it is best to emphasize the positive "do" parts of the rules, rather than the negative "don't" counterparts. When you do the former, then you help students learn how to behave appropriately. You will need to be explicit about behaviors which are not acceptable when such behaviors are common (e.g., gum-chewing, out-of-seat, or call outs). However, there is no need to recite a long list of forbidden behaviors when such behaviors are obviously unacceptable in a school setting (e.g., fighting, cursing, throwing objects, talking back, etc.).

1. Bring all needed materials to class. It is important for students to know exactly what they are expected to bring to class in order for this rule to be followed. Students should know whether to bring: (a) pen or pencil (Are all colors of ink acceptable?), (b) paper (Is there a specific type of paper required?), (c) notebooks or folders (Are all relevant papers to be kept in a particular type of notebook? Must the notebook or folder be brought everyday, or is it necessary only at the end of the grading period?), or (d) textbooks (If different textbooks are required on different days, how will students know which text to bring?).

2. Be in your seat and ready to work when the bell rings. Included under this rule are such guidelines as: (a) Pencils should be sharpened before the bell rings; (b) paper and pencil should be out and ready for work (including heading); and (c) warm-ups (or other opening activities) are to be started as soon after entering the room as possible.

3. Obtain permission before speaking or leaving your seat. This rule might include the following behaviors: (a) Raise your hand to be called on; no call outs are allowed. (b) Raise your hand to get permission to leave your seat. (Some teachers do not require permission at certain times.) (c) Raise your hand if you need help. (The teacher will either go to the student or have the student come to him/her.) (d) Pencils may be sharpened when the teacher is not presenting a lesson. (e) The teacher dismisses the class when the bell rings if the room is straight and if everyone is seated.

4. Respect and be polite to all people. Included under this rule are listening carefully when the teacher or a student is speaking and behaving properly for a substitute. Some "don't's" include fighting, name-calling, bothering, etc.

5. Respect other people's property. This rule may include the following guidelines: (a) Keep the room clean and neat; (b) pick up litter; (c) return borrowed property; (d) do not write on the desks; (e) do not use another person's things without permission.

The set of rules you choose will later be used in several ways. First, you will discuss these rules with your students on the first day or two of class. You will also post the rules in the room and/or make certain that students have their own copies. Finally, you may refer to specific rules, as needed, to remind students of appropriate behavior during the year.

It should be emphasized that your posted rules need not (and probably cannot) cover all aspects of behavior. Other procedures for specific activities and some ad-hoc rules may be needed. For instance, you may want to post your policies regarding student work separately. However, the posted set of behavior rules allows you to focus student attention on and create a strong expectation about those things that are really important to you.

Summary Guidelines for Planning Rules and Procedures

2.1 Identify school-wide rules or procedures which you and your students are expected to observe.

2.2 Decide what kinds of student behaviors are desirable for your classes as well as what is inappropriate for a good teaching-learning climate. Then develop a set of rules and procedures that will communicate your expectations to your students.

Activities for Chapter 2

* Activity 1 Read the case study on the following green pages. It illustrates generally good techniques for teaching rules and procedures on the first day of class.

* Activity 2 Use Checklist 2 to organize your planning for rules and procedures. Keep your list of rules short; from five to ten rules (at most) should be plenty.

* Activity 3 After you have developed your set of rules, review them with an assistant principal or another teacher in your subject area. If you do not know whom to choose, ask several teachers or a counselor for nominations.

CASE STUDY A

Teaching Procedures and Rules on the First Day of Classes

Description	Comments
As soon as the bell rings, the teacher tells the class that the announcements will soon begin and that they are to listen carefully. He says, "All eyes up here." When he sees all eyes, he says, "You are going to need pencil and paper so be getting them out while we're waiting." PA announcements last about 3 minutes. As soon as they are through, teacher says, "My name is Mr. Jones. I've written it on the front chalkboard to help you remember it. Please check your schedules to be sure you are in the correct room." The teacher then introduces himself briefly and continues, "I am going to call the roll first. Please raise your hand when I call your name and tell me if I said it correctly and then tell me your nickname if that's what you want me to call you." As he takes the roll he maintains good eye contact and smiles frequently. When he has finished, he quickly calls up the students whose names had not been called and reminds the students to get out paper and pencil or pen. He gives a stack of white index cards to a student and asks him to pass out enough for each row and to bring the rest back to him. As the student finishes passing out the cards, the teacher finishes with the uncalled students. He explains to the students exactly what he wants on the cards, referring to the front chalkboard where he had written this information. Then he tells the students, "When you are finished with that information, flip the card over and put it in the upper right hand corner of your desk, so that I can see that you are finished." He monitors the class, waiting for them to finish filling out the cards, then has them pass the cards to the front, where he takes them up.	Teacher knows ahead of time that announcements are coming, tells the students, and also tells them that he expects them to be quiet while announcements are on. He also tells them what materials they will need so that they can get prepared while waiting for the announcements. Teacher tells the students what procedure he expects them to follow while he calls roll. While the teacher takes care of a few students, he reminds the students to be prepared and allows a student to handle the procedure of passing out the cards while he is busy. Teacher has placed a list of the information he desires on the board and refers to it while explaining what he wants. In addition, he has established what procedure students are to follow to let him know when they are finished.

Description	Comments
The teacher then says, "Okay, now that you all have paper on your desks, you are going to be taking notes. First of all, write 'English 8' and my name on the top line of your paper. Look up here when you are done." Teacher waits momentarily until he sees all of the students' eyes, then tells them, "This piece of paper is for your information. I want you to know from Day One what I expect from you. Skip a line and write 'Rules, Regulations, and Grading'."	Teacher is specific about what he wants on the papers. In addition, he sets up a procedure for students to let him know when they are finished with what they are doing.
He points to a list of rules posted on the bulletin board at the front of the room and tells the students to copy them down as they discuss them. The first rule is "Be in your seat when the bell rings."	The teacher has posted the rules where the students can see them. In addition, he has the students copy them down.
Teacher explains that this means they are not to run into the classroom just as the bell rings; they are to be already seated with their assignment out and a clean sheet of paper on their desks. Teacher says that failure to be in one's seat when the bell rings would result in a detention, although they would be allowed one excused tardy during the first week, while everyone was trying to get to the right classes, etc. He reminds the students of the school policy that when a student gets a detention, he has two days to serve it, the afternoon of the day he receives it, or the morning or afternoon of the next day.	Teacher is specific about what he expects and what the consequences are for being late.
Rule number two is "All work must be in ink." Teacher elaborates, saying that, "Blue, black, or blue-black is best. No pencil is allowed and no red pen. If you write with pencil, five points will be taken off your work. Fine-tipped felt pens are okay if you write neatly. I'll let you know if I can read it or not." He tells them they can leave a pen in the classroom with him, if they like. Pens must be labeled with students' names and placed in a can marked "fourth period."	Again, teacher specifies what he expects and what the consequences are. Teacher has a procedure by which students can be assured of having the needed materials when they come to class.

Description	Comments
Rule number three is "Bring your materials every day." The teacher tells the students that in addition to a pen they will also need paper every day and that they should purchase a folder, preferably with pockets, specifically for English class. He holds up an example of the type he means. He says that a spiral notebook will not be acceptable because the paper is messy when torn out and that they will be handing in papers nearly every day.	
Rule number four is "When the teacher is talking, or when students are working on assignments, there will be no talking." He adds that if the students want to get his attention, they should raise their hands and he will come to them. This leads into the fifth rule which is "Do not leave your seat without permission." He stresses that this means when they have paper to throw away as well as when they need help. The sixth rule is "Students are dismissed by the teacher." He points out that it is very rude to rush out of the room, especially when someone is talking. If someone tries to leave before the class is dismissed, then that person will have to wait until everyone else has left the room.	Teacher establishes the procedure for contacting him. This is later reinforced. A specific consequence is stated.
Teacher then asks students to write down the information which he will give about his grading system. He says that basically they will be working out of their notebooks, using them to hold papers, assignments, etc. One-third of their grade will be spelling. He elaborates on how important he considers spelling to be and gives some of his expectations for their performance. At one point in this presentation he asks the class a question, reminding the students to raise their hands to be called on. The next one-third of their grade is some-	Teacher reinforces the procedure for contacting him.

Description	Comments
thing he calls "daily grades." The daily grade consists of pop quizzes, answers to questions about stories they read, and any other daily assignments they do. He states that all daily assignments must be made up by students who are absent. The procedure for doing this is to make an appointment with him before school at 8 o'clock or after school to find out what the assignment is or to take a pop quiz. This must be done within a week of the student's return to school, or that student will receive a zero on the assignment. The final one-third of the grade is "major grades." Major grades consist of major test grades and a notebook grade. He discusses the grading system in more detail, watches for student confusion, and occasionally asks students to nod if they understand.	Teacher presents the procedure for making up work, and the consequence for not complying. Teacher has a procedure for receiving feedback from students as to whether or not they understand.
At this point the PA comes on, announcing the procedure for students going to B lunch. The bell rings, and the teacher uses his finger to signal to the students that they are to wait in their seats until he dismisses them. Before he lets them go, he reminds them, "Make sure that you are not late returning to class." Then, with a wave of his hands, he dismisses the class.	The teacher reinforces his rule about dismissing the students. He reminds the students about being late to class, extending the rule's scope to include returning from lunch.
Following lunch, teacher asks if anyone has any questions about what they had discussed before lunch. When there are none, he goes on to a discussion of parts of speech, vocabulary, writing exercises and other things they will be doing during the year. He encourages the students to raise their hands if they do not hear or understand instructions or other information. Later on he restates, "Remember, if I go too fast, raise your hand."	Again, he reinforces the procedure for contacting him.

Description	Comments
The teacher then gives a brief spelling diagnostic test to the students. After giving out all of the words and checking to see if there are any words that need to be repeated, he has the students follow a specific procedure to exchange papers to grade them. He says, "This is something we will be doing a lot." He explains that this test is not for a grade, just to see how well they can spell. He calls on students with their hands raised to spell out the words, reinforcing correctly spelled words with such phrases as "excellent, good, very good," and "You are doing very well so far." During this checking exercise, he sometimes calls on students who do not have their hands raised, being sure that all students are called on at least once. When they are finished, the teacher has the students write down the number missed at the top of the page, pass the papers back to the owners, and then pass all papers up to the front of the room where he takes them up. He tells the students that the bell is about to ring and asks them to check around their desks for trash and to get all their materials from under the desks. The teacher adds that each period he will give them enough time before the bell to clean up, so they should continue working until he gives the signal for clean up. He says, "I consider today a really good day. You listened very well, and I got a chance to talk with you. Remember to bring paper, pen, and a notebook to class tomorrow." The bell rings, and the teacher says, "Bye, bye." The students file out.	Teacher mentions that this is a procedure that they will be using frequently to grade papers. He reinforces the rule for raising hands by calling on students with their hands raised, but also establishes that he will occasionally call on students who have not raised their hands in order to be sure all are participating. The teacher specifies the procedures for grading, returning papers to owners, and passing them in.

CHECKLIST 2

Rules and Procedures

Subject	Rules or Procedures for Students	Comments
I. BEGINNING CLASS		
A. Roll call, absentees, students who will be leaving early		
B. Tardy students		
C. Behavior during PA announcements		
D. Warmups or routines		
E. Distributing supplies and materials		
II. INSTRUCTIONAL ACTIVITIES		
A. Teacher-student contacts		
B. Student movement within the room		
C. Student movement in and out of the room		
D. Signal for student attention		
E. Headings for papers		

CHECKLIST 2 (cont'd)

Rules and Procedures

Subject	Rules or Procedures for Students	Comments
II. INSTRUCTIONAL ACTIVITIES (cont'd)		
F. Student talk during seatwork		
G. What students do when work is done		
H. Laboratory procedures		
1. Distribution of materials and supplies		
2. Safety routines		
3. Cleaning up		
III. ENDING THE CLASS		
A. Putting away supplies and equipment		
B. Organizing different classes' materials		
C. Dismissing the class		

CHECKLIST 2 (cont'd)

Rules and Procedures

Subject	Rules or Procedures for Students	Comments
IV. OTHER PROCEDURES A. Student contacts with teacher's desk, storage B. Fire and Disaster drills C. Lunch procedures		

CHAPTER 3

Student Accountability

A major goal of classroom management is to obtain a high level of student involvement in work. Good student involvement is indicated by the regular and careful completion of homework, projects, reports, or other assignments, as well as active participation in classroom activities. Student involvement in work can be greatly enhanced by the teacher's careful planning of classroom procedures. In chapter 2, rules and procedures for managing student behavior were described. This chapter will describe procedures aimed specifically at work relevant behavior, that is, accountability procedures.

Accountability procedures include such major features of classroom activities as giving assignments and collecting them when they are completed, evaluating student work, establishing a grading system, and providing for other types of feedback to students. Good systems for handling such procedures will improve the chances that students will work hard, complete assignments, participate in classroom activities, and consequently learn more. Because you will be introducing some of these procedures as early as the first day, you need to think them through very carefully and be prepared to explain them to your students.

Major Facets of Accountability

Student accountability for work has five facets, all of which depend on the teacher for their success. The five facets are:

1. Clarity of overall work requirements,
2. Procedures for communicating assignments and instructions to students,
3. Teacher monitoring of work in progress,
4. Routines for checking and turning in work, and
5. Regular academic feedback to students.

Each of these five facets has associated with it a number of recommended procedures, which are described below. Consider each procedure careful-

ly, and adapt it to fit your subject, if necessary. Although these procedures and those from chapter 2 may seem overwhelming in their detail and number, you will need the procedures for effective management. However, you will find that these procedures are easily organized into a coherent system, particularly if you use the checklists in chapters 2 and 3. Once you have these procedures organized, planning and conducting instruction will be much easier.

Work Requirements

Following are some specific suggestions for making overall work requirements clear and specific.

a. Decide on a heading for students to use on their papers. Post a sample heading and go over it with students the first time they are to use it. Remind them of it several times during the early weeks of school, and tell them the consequences of neglecting to use the proper heading (e.g., 5 points deducted from grade).

b. If you prefer, tell students before they start work what kind of paper to write on, whether to use pencil or ink, and whether they may write on the back of their paper. If any of these requirements will be constant, give reminders early in the school year and tell students the consequences of not meeting these requirements.

c. Decide on a policy for neatness. Students need to know whether you will accept paper torn from a spiral notebook, how to treat errors (e.g., draw a line through them, circle them, erase), and how stringent you are about legibility.

d. Decide how you will deal with incomplete work. You may want to accept it and grade only what is done or to subtract the part not done from the grade. Or you may want to accept some papers only when complete. Your actions on this may depend on the student and the nature of the work.

e. Pay careful attention, especially at the beginning of the year, to the completion of assignments. The first time a student fails to turn in an assignment, talk with him or her about it. If the student needs help, give help, but require that the work be done.

f. If a student neglects two assignments consecutively, or begins a pattern of skipping occasional assignments, call the parent(s) or

send a note home immediately. Be friendly and encouraging, but insist that the work be done. The underlying principle is the same as with other inappropriate behavior: Stop it quickly and there will be fewer problems in the long run.

g. Make due dates reasonable and clear, and do not make exceptions without good cause. Classwork should be turned in before students leave class. Accept late homework only with a written excuse from parents, or impose a penalty. Underlying this firmness is the fact that many junior high students still require active help to avoid procrastination.

h. Establish procedures, such as posting weekly assignment lists on a bulletin board, so that students can find out about assignments they missed because of absence, and procedures and time limits for turning in makeup work. Also decide on a procedure for getting back work returned during their absence. Explain these procedures clearly, with reminders as necessary.

Communicating Assignments

Communicate assignments and instructions so that every student understands what to do.

a. Classroom assignments may be posted, presented in a syllabus, and/or given orally to students, depending on your preference and the complexity of the assignment. Strive for consistency here -- if you post assignments, do so in the same place every day. In either case (posted or oral), see to it that the students know what to do immediately upon entering the room -- and see that they do it.

b. Post homework assignments either daily or weekly in a regular spot. Have students write down the assignments in a notebook or on an assignment sheet that will be accessible to them outside the classroom.

c. Make clear the requirements and grading criteria for each assignment. Explain these to the class and encourage questions to prevent possible misunderstanding. If their in-class performance is to be evaluated, as in a home economics class or a science lab, tell the students exactly what you will be rating (e.g., working quietly and cooperatively, cleaning up) and how much weight (or how many points)

each factor will carry. Be realistic in your grading criteria and systematic in following through with your evaluation.

d. In making a long term or broad assignment, such as for a major project or paper, either dictate requirements in detail to the students or provide a description of the requirements on a ditto for the students to keep for reference. Discuss these thoroughly with the students; reminders should be given as the due date nears.

Monitoring

The following steps should help you monitor students as they work.

a. Whenever students begin any seatwork assignments, walk by each of the students to be sure that they are able to do the work correctly and that they have, in fact, gotten started. Responding only to those with raised hands may cause you to miss those who hesitate to request help or those who think they understand but are actually doing the work incorrectly.

b. If the assignment permits, another procedure to get everyone started on seatwork is to begin it as a class. Have all students put the proper heading on their papers and then lead the class in completing the first several problems, exercises, questions, etc. This procedure also allows you to discover possible confusion about the assignment.

c. If you must turn your attention to other matters once students are at work, look around the classroom at frequent intervals and walk around periodically to check progress. This enables you to use eye contact or a brief word to keep students on task as well as to help students who need it before they get too far behind.

d. During student recitations or class discussions, be systematic in having all students participate.

Checking Work

Establish routines for checking and turning in work. Some specific suggestions are listed below.

a. For assignments which have clearly defined answers, have students check each other's work. This provides quick feedback to them and saves you time. Describe to them how you want this done; e.g., mark

or circle incorrect answers, put "graded by" and their name in a specified place on the paper, put the number missed or correct, or figure the grade at the top of the first page, etc.

b. If you have students exchange papers for checking, explain exactly how you want the exchange to take place. Read the case studies in this section for an example of this.

c. Decide on workable systems for getting students' completed papers to you, and when assigning work, make it clear which system to use. Homework or timed tests, for example, might be passed a specific direction with no talking until you have all the papers in your hands. Other tests or classwork might be put in a basket or under a paperweight by individual students as they finish.

d. Even if students grade papers in class, make it a point to record the grades and take up the papers to check yourself. Hold students responsible for accurate work and accurate grading.

Academic Feedback

The steps below should help you provide <u>regular</u> academic feedback to students.

a. Because your grading system needs to be consistent with school policy, find out whether your school has a specific policy for assigning grades (e.g., 90-100 = A, 80-89 = B, etc.).

b. Decide on the overall basis for grading. Although components vary by subject area, frequently used ones are tests, daily assignments, papers, projects, notebooks, worksheets, quizzes, performance participation, and extra credit work.

c. Decide what percent of a student's grade each aspect will represent, and be sure your system enables you to assess the relevant aspects of student learning.

d. Be sure you can manage the bookkeeping required by your system, considering that you will have 25-30 students in each of five classes.

e. Plan classwork assignments, homework assignments, and checking activities, so that students receive a daily grade. This keeps you, as well as students, informed of their progress.

f. Decide how you will record grades so later you can tell what the assignment was, whether the paper was complete/incomplete, on time/

late/makeup, etc. Some teachers use different colored pens, some put small stars, etc., as signals for themselves.

g. Have students keep a record of their grades. This enables them to see for themselves the effects of missing papers or low grades on their averages. This daily reminder will help motivate them to keep up and/or do available extra credit work.

h. Plan to assess various stages of long-term projects to help keep students from trying to do the entire project in one night and to enable you to troubleshoot. For a long paper, a description of the topic and an outline might be checked; for a science project, a written plan of operation and a description of the expected final product might be assessed. Treat each portion as a completed assignment, with clear and specific requirements and due dates.

Summary Guidelines for Student Accountability

Develop procedures to help students be responsible for their work. Plan your procedures to encompass work requirements, assignments and directions, monitoring student work, checking, and feedback.

Activities for Chapter 3

* Activity 1 Read Case Studies B and C on accountability systems. They contain many examples of procedures described in this chapter.

* Activity 2 Using the description of procedures in the chapter, plan your own accountability system. Use Checklist 3, Accountability Procedures, to help organize your planning and to summarize your procedures.

CASE STUDY B

An English Class Accountability System

Description	Comments
Teacher B stood by the door each day and reminded students that upon entering the classroom, they were to read the day's work immediately. The teacher was invariably pleasant and cordial with students; however, learning, not socializing, was the purpose for school, and she maintained a business-like and task-oriented focus.	This focused students' attention on the importance of utilizing class time efficiently. By starting class immediately, she also cut down on opportunities for inappropriate behavior to begin.
The teacher posted a weekly chart listing the general activities for the week, day by day, with the maximum number of points students could earn for each activity each day (a possible 100 points each week). The students kept a weekly summary sheet of these activities in their notebooks, recorded the points they earned beside each assignment, and had the sheet signed by their parents each week.	Again, this teacher was modeling accountable behavior while expecting it of students, accepting her responsibility for seeing to it that students learned and could demonstrate their learning successfully. When stressing the students' responsiblities, she assumed neither a challenging nor a coddling stance.
In addition to the weekly chart, each day the teacher listed activities in detail on the front chalkboard. Her lessons followed the order of the list, and several times during each class period, she pointed out to students where they were in reference to the list. She told students exactly how much time they would have to complete assignments. While students worked, she walked among the desks, answering questions and seeing that students remained on-task.	Assignments were presented with clear explanations and specific directions. She encouraged order and efficient study habits.
While Teacher B frequently emphasized that completing and turning in their work was the students' responsibility, she assisted them with clear-cut directions on how and what to do and reminders to prevent or minimize problems in doing assignments properly.	

Description	Comments
Students who had been absent were responsible for finding their assignments on their posted list and for putting them into a specified folder when completed. They were to pick up papers that were handed back in their absence from an "Absent Basket." The first time the teacher had an absent student's paper to put into this basket, she asked the class to answer where this paper should go, and whose responsibility it was to get the paper.	By using reminders such as these, the teacher increased the independence of her students and the smooth functioning of her accountability systems, freeing more time for actual teaching and learning of academic content.
This teacher was consistent in checking student work. She either had students check their own work as she went over it with the class and took up papers afterward, or she had students turn them in to her for grading. Students recorded their points on their weekly assignment sheets.	This enabled them to see their performance on a weekly, as well as on a daily basis.
This teacher appeared to "stay" with the students through every activity. She reminded them of what to do as they entered the room. She "walked" them through the tasks and activities they covered during the period and was clear and specific about what to do first. She covered instructions for each assignment and reminded them of relevant details to help them complete it successfully -- e.g., time, title, useful resources. Throughout the period, she monitored students' behavior, work habits, and use of proper materials. She consistently gave demerits when students broke specified rules, and she consistently gave academic feedback on written work, returning papers and giving points according to the system established at the beginning of school.	

CASE STUDY C

A Math Class Accountability System

Description	Comments
An important tool in this teacher's accountability system was a notebook that he required his students to keep. On the first day of class he introduced it by showing the class a sample notebook. In addition to daily assignments and tests, the notebook included a dittoed grade sheet, which was sectioned for recording homework grades, test grades, pop test scores, and a notebook score. Students were to record and average their grades on this page for each six weeks' period and compare their computations with the teacher's to verify their grade. Major tests were to be put in their notebooks after having been signed by parents. The notebook also had a section for class notes, as it was often necessary for the students to take notes in class.	This emphasized the importance of the assignments as well as demonstrating the teacher's expectation that students would do high quality work -- work worth recording and preserving.
This teacher always stood just inside the door as students entered the classroom. The day's assignments were written on the front board, and beginning on the fourth day of school, students were to do "warm-up" exercises immediately upon entering. These problems were on the overhead projector; students were to hand them in when the teacher finished checking roll. He pointed out that to complete their work within the time limits, they must get into the habit of starting work when they enter the room. These daily exercises were always graded and returned to the students either at the end of the period or the following day.	Here the teacher set the stage for on-task behavior. He had the exercises prepared ahead of time and projected where all students could see them when they entered. He gave regular feedback on student performance.
Homework was always checked and had to be turned in on time. The teacher explained to the students that it would not be fair to those who got their homework in on time for others to have more time and perhaps the chance to copy answers off someone else's completed paper. He taught students how to average grades and demonstrated the effect a zero would have on a homework average.	His expectations were clear. He established and enforced reasonable consequences.

CASE STUDY C (cont'd)

Description	Comments
The first time he gave a homework assignment, he made sure that there was time for the students to begin the work in class.	In this way, he could answer any initial questions and help students establish a pattern of doing homework correctly.
When students returned to class with a homework assignment, he gave explicit instructions on how to exchange papers and how to mark them. He admonished them to listen carefully to his instructions for exchanging papers, as he would have them do it differently on some days. One example was, "If I say 'Pass it up,' you pass it to the person in front of you. But the people on the front row don't have anyone to give it to. So you will walk quietly to the back person on the row and give them your paper."	Here he was not only instructing them in what to do but also the way in which he expected it to be done. Failure to teach students these procedures well would result in wasted time each class day.
When work was checked by students in class, the teacher frequently checked to see how many missed a particular problem, and if there were many, he explained the problem in detail. During checking period, he walked around the room looking at their papers. After all the answers were discussed, he told them step-by-step how to determine the grade. Points were deducted if a student failed to use pencil or to write out problems. Then he told them to pass the papers quietly back to their owners.	By finding out and going over problems most students had difficulty with, he provided needed feedback and demonstrated his concern for their learning.
He then called on students for their grades and recorded them in his grade book. If students thought their papers had been graded incorrectly, they were to tell him the grade they were given and put their paper in a designated place on his desk. He then checked it at the end of the period. He reminded students to record grades on their grade sheet and periodically told them how many grades they should have listed.	By using such an efficient and fair system, he avoided getting behind in checking and recording grades. Students received prompt academic feedback.

Description	Comments
Students who had been absent were to turn in their papers directly to the teacher to be checked. When students received low homework grades because they did only part of the assignment, the teacher put a star beside the grade in his book.	By marking incomplete assignments, the teacher actually accomplished two purposes. One was pointing out to students the qualitative difference between trying and not trying to accomplish the learning tasks he assigned. A second purpose was that of providing him with information he could use in possible contacts with parents. He would know whether the student was doing the work incorrectly or was simply not completing homework assignments.
When this teacher gave a test, he had students use a cover sheet. He walked around the classroom during the test, saying he did not want to be able to see any answers. Upon finishing, they stacked their test papers face down on a table.	
After they turned in their tests, students were to work on their next assignment or on an extra credit problem which was always on the back chalkboard. This teacher cautioned students to check over their work and to be sure they had an A paper before turning it in.	The teacher kept the students task-oriented by always having meaningful work for them to do. In this way he communicated his belief that the content was worthy of their attention and effort and that the time in class was to be used productively.

✓ CHECKLIST 3 ✓

Accountability

Question	Your answer
1. What is your policy regarding a. heading papers b. use of pen or pencil c. writing on back of paper d. neatness e. incomplete work f. late work g. missing work h. due dates i. makeup work	
2. How do you intend to a. post assignments b. let students know assignments were missed while they were absent c. explain how assignments will be graded d. keep students aware of requirements for long-term assignments	
3. For effective monitoring of work, how and when will you a. check on all students, not just the distracting or demanding ones	

CHECKLIST 3 (cont'd)

Accountability

Question	Your answer
3. For effective monitoring of work, how and when will you (cont'd) b. look carefully enough at student's work-in-progress to catch errors c. achieve total class participation in oral activities	
4. What will be your policy regarding a. how students are to exchange papers b. how students are to mark papers they check c. how and where papers are to be turned in	
5. What is your plan for a. determining report card grades (1) components to be included (2) weight or percent for each component b. grading daily assignments	

CHECKLIST 3 (cont'd)

Accountability

Question	Your answer
5. What is your plan for (cont'd) c. recording grades with notations for identification and clarification d. having students keep a record of their own grades e. grading completed stages of long-term assignments	

CHAPTER 4

Consequences

The rules and procedures you have planned are not sufficient to assure you of well-managed classes; your rules and procedures need consequences. Consider the following interaction between a teacher and some students.

Teacher: Class, before we begin today's activities, I want to remind you of the rule for participation: Raise your hand before speaking.

Student A: (Without raising his hand). You mean, if I have a question I need to raise my hand?

Teacher: That's correct.

Student B: (Without raising her hand). What are we going to do today?

Teacher: I'll outline the lesson in a minute.

Student C: (Without raising his hand). I thought you said we had to raise our hands?

Teacher: You're supposed to.

In the example, the teacher has a rule, but the consequences of following or breaking the rule are not evident. When student A spoke without raising his hand, the teacher responded to him. Quickly, two other students violated the same rule, with the same result: the teacher responded. Obviously, the students did not learn to follow the rule. Unless following a rule has a more desirable consequence than breaking the rule, students have little incentive for appropriate behavior.

The swiftness with which other students in the example began violating the rule is not uncommon. Students are very sensitive to the teacher's enforcement of rules; they will usually "test" the rules to find the limits of their behavior and to determine whether a rule is going to be enforced or not. They do this because they have learned that

adults often do not mean what they say. By having a reasonable set of consequences for rules and procedures, and then using them when appropriate, a teacher's behavior becomes predictable to the students. When teachers are consistent and predictable, students are more likely to be willing and able to comply with classroom rules, routines, and tasks. Unpredictability on the teacher's part will cause some students to continue to violate rules and ignore procedures, in order to find out what they can get away with or to obtain attention and reinforcement from other students.

Reasonable Consequences

A consequence is most appropriate when it follows reasonably (to the student) from his or her behavior. When students see the logical connection between what they do and what happens to them, it helps them learn to choose appropriately between acceptable and unacceptable actions. Students also will cooperate better with the teacher when consequences follow logically from their behavior, because they will see these as more acceptable than consequences which seem arbitrarily imposed on them.

Some examples of appropriate and inappropriate consequences are given below.

> Mr. J has a rule that "Gum is allowed, if it is used properly." When the rule was discussed, Mr. J indicated that "properly" meant quietly and unseen. Suppose Kirsten blows a bubble. A logical consequence is that Kirsten must dispose of her gum. A less reasonable consequence is that Kirsten must write the rule 50 times, because the act of writing the rule is only indirectly linked to chewing gum. Also, the punishment of writing sentences may be construed as arbitrary by the students. An even less appropriate consequence would require all students to discard their gum. In the latter case, those students who had <u>followed</u> the rule would receive the consequence for <u>violating</u> the rule.

> Ms. T has the following procedure for checking assignments: Students are to pass their paper to the person in front of them, and the first person in each row is to take his or her paper to the last person in the row. A reasonable consequence for students not following this procedure is for them to re-pass their papers correctly. A less reasonable consequence would be to deduct 10 points from their grade on the assignment. Passing papers is not logically connected to performance on the assignment and learning, so a penalty imposed on the assignment grade is not a reasonable consequence for not following the procedure.

Ms. P requires that assignments be done neatly, legibly, and in ink or ball point pen. James turns in a sloppy paper written in pencil. A reasonable consequence would be to refuse the paper until it is completed properly. Another reasonable consequence would be to reduce the paper's grade. This is reasonable because one of the criteria for the acceptability of almost any form of work is its appearance and form.

Mr. M has a class rule that hands should be raised before speaking. Ben calls out a comment, without first receiving permission to speak. A logical consequence is for Mr. M to ignore Ben until he raises his hand. Another reasonable consequence would be to remind Ben of the rule and wait for him to follow it.

Penalties

Sometimes it is not possible to use the most logical consequences because they would be dangerous, costly, or they occur too far in the future to affect the student's decision making. For example, the consequence to the student of being absent or tardy frequently is that a student misses important instructions or opportunities to learn and thus achieves less and receives a lower grade. However, for many students this logical consequence occurs too far in the future and is too abstract to have any effect on their behavior. Therefore, in most schools a penalty of detention after school is imposed for tardiness. Consider another example. A teacher has a rule that students must bring their text and materials every day. A logical consequence of forgetting materials would be to do without them for that period. However, most teachers would be reluctant to use this consequence because they do not want a student to miss learning that day's content, and they do not want to have one or more students uninvolved in activities. Therefore, many teachers impose a penalty as a consequence of forgetting materials. For example, the student must copy the rule 50 times; or receive a demerit or fine which results in detention after several have been received; or lose a fixed amount from his/her grade that day.

Such penalties will be accepted as reasonable consequences if they are explained ahead of time, preferably when the rule or procedure they accompany is presented. They should also be suitable, or in proportion to the violation; i.e., the punishment should fit the crime. Most students will accept this type of consequence because they recognize the need for teachers to maintain an orderly classroom to help them learn.

By telling students the penalty ahead of time, and explaining the reason for the rule, the relationship between the rule and its consequence will be clearer, and the subsequent use of the penalty will seem more legitimate to the students.

Consequences for Accountability Procedures

The procedures you have designed for grading and for work standards are easy ones for which to identify reasonable consequences. If work requirements such as paper headings, neatness, form, etc., are not met, then they must be re-done. Sometimes it is simpler to impose a penalty of a reduction in points or grade. As long as these penalties are explained ahead of time and are suitable, they will be accepted by students and generally effective in producing desired behavior.

Other accountability procedures such as extra credit work, or the timely completion of homework, projects, and other assignments, have consequences directly related to the grading system. Clear explanations of the relevant procedures and how they are related to grades is needed.

Positive Consequences and Incentives

Most of the discussion so far in this chapter has dealt with consequences for breaking rules or not following procedures. Fortunately, however, most students follow the rules and procedures most of the time. There are some satisfactory, pleasant consequences for appropriate behavior in school settings. Acceptable or good grades are a major positive consequence for much work-related behavior. Expressions of appreciation from teachers, their smiles, and their encouragement resulting from good student work, cooperation, or effort are important to a substantial number of junior high or middle school students. In addition, most students have at least one subject, and sometimes several, that they find interesting and enjoyable. Their accomplishments, performances, or increased understanding in the subject are a genuine source of satisfaction to them. Often, participation in class activities as commonplace as answering a teacher's question is a positive event.

The everyday satisfactions and rewards that are a regular part of the secondary school environment are not always sufficient for all students or classes. Often, special recognition, incentives, or rewards are

needed. A special activity day, party, field trip, or movie at the end of the month may be the positive consequence that keeps a low achieving class hard at work. Some teachers hold competitions among their different class sections, rewarding the class that has the best behavior record, attendance record, or homework completion record for a grading period. With the cooperation of all teachers in a particular community, grade level, or school building and the principal, good student behavior may be rewarded by a party or dance at the end of a semester for all students who have stayed off the detention list and maintained good attendance records.

Junior high or middle school students are not "too old" to appreciate special recognition or prizes. It is a good idea, however, to avoid singling out only one or two students in a class, especially at the beginning of the year. Spread the honors around and include a good portion of the class in any particular recognition. Displaying students' work is one form of recognition. Some teachers establish an honor roll system (e.g., an All-Star List, Honor Society, Gold Record Club, or Best-in-the-West Award) to reward students who have improved their grades or performance in the class during a grading term. Badges, buttons, or stickers with designs appealing to teenagers, certificates of achievement, or food treats are also used as rewards by some teachers.

As in the case with penalties, incentive systems will work best if they are clearly explained ahead of time. Also, keep in mind that rewards and incentives are only part of the overall system of procedures and consequences you must consistently implement in your classroom. Positive incentives alone cannot be expected to maintain appropriate student behavior and prevent inappropriate behavior over the duration of a school year in a junior high or middle school class.

Consequences for Rules and Procedures

The table which follows contains examples of consequences for some common rules and procedures from junior high classes. The listed rules and consequences are not appropriate for all settings; rather, they are a sampling of major rules and procedures from a variety of classrooms. For a discussion of specific rules, see Chapter 2.

Rule or Procedure	Examples of Consequences and Commentary
1. "Students must be seated when the tardy bell rings."	Most schools have a procedure to handle tardy students and unexcused absences. A common system is that tardy students must sign in on arrival to class and must attend after-school detention for each tardy or for a pre-determined number of tardies.
2. "Respect other persons and their property."	Such a general rule cannot have a specific consequence. The general consequences which are usually reasonable are either restitution (e.g., replacing, cleaning, repairing the affected property) or loss of privilege (e.g., a disruptive student is not allowed to participate further in an activity). For general rules without a specific consequence, a discussion with students of possible consequences is pointless. When presenting this type of rule, the teacher's goal is to help students acquire a concrete idea of what the rule means, rather than to enumerate a list of possible consequences.
3. "Listen carefully to all announcements."	The logical consequence of not following this rule is that the student does not hear important directions or information. If the student's behavior interferes with the teacher's or other students' ability to hear announcements, then the logical consequence is that the student is isolated, e.g., must change seats or go to the back of the room or to the hall.
4. "Do not leave your seat without permission"	The logical consequence of not following this rule is that the student must return to his or her seat until permission is given.

Rule or Procedure	Examples of Consequences and Commentary
5. "Class will be dismissed by the teacher, not by the bell."	If students begin to leave before the teacher has dismissed them, they are called back and must wait until the proper time. Other students get to leave first.
6. "Do not talk while the teacher or another student is talking."	Students who interrupt must wait to be called on, and their comments are ignored, or the teacher reminds the student of the correct procedure for participating. Sometimes students will persist in this or in other inappropriate behaviors, in which case they are interfering with your right to teach and other students' right to learn. The logical consequence of such behavior is that they are isolated. For example, they must sit at the back of the room, or close to the teacher, or, in extreme circumstances, in the hallway or the school office. The problem of persistent misbehavior is discussed in more detail in chapter 6.
7. "Assignments must be turned in on time."	Unexcused late work will receive a grade of F or will be scored as zero. Another consequence, suitable when copying from other students is not likely, or when the assignment is a long-term project, is to reduce the grade or score by a fixed amount for each day the assignment is late.
8. "No grooming materials, toys, hats, or weapons are allowed in class."	The usual consequence for a violation is confiscation of the object by the teacher, and often school policy will require that weapons, hats, or some other contraband be reported to the assistant principal. Such policies should be explained to the students.

Summary Guidelines for Consequences

4.1 Decide what consequences will occur if class rules and procedures are not followed. Whenever practical, let the consequence be the most reasonable, logical one.

4.2 When the logical consequence is not practical or effective, then identify a penalty suited to the rule or procedure violation.

4.3 When discussing class rules and major accountability procedures, include consequences as part of your presentation when the consequences are specific and when the consequences are not likely to be obvious to the students.

4.4 Decide what special incentives, if any, you will use to encourage academic performance and appropriate behavior. Choose reasonable, manageable incentives and explain them clearly ahead of time.

Activities for Chapter 4

* Activity 1 Re-read the case studies following chapters 2 and 3, noting the consequences these teachers established for their rules and procedures. Notice that they gave clear explanations, but they also avoided over-dwelling on the consequences. Extensive rationales or presentations might be interpreted as either uncertainty or a challenge.

* Activity 2 Go back to Checklist 2, Rules and Procedures, and Checklist 3, Accountability Procedures. For all of your rules and for the major procedures which involve students, identify the consequences or penalties of not following each rule or procedure. Make a note of them in the comments column and put a star next to those that should be described when you present the rule or procedure to the class. In many cases, the consequence of performing a procedure incorrectly will just be to re-do it correctly.

❋ Activity 3 Read Case Study D at the end of this chapter. It describes various work-related incentives observed in several junior high school classes. Consider carefully the use of incentives in your classes. If you decide to add extra incentives, don't start the year with a complex system, because it can be very difficult and time-consuming to manage. Try simpler procedures first, and add to them only as necessary and after you have a better idea of what your classes may need or not need in the way of added incentives.

CASE STUDY D

Examples of Incentives and Rewards

Incentive	Description
Certificates	One teacher designed an attractive award certificate that she gave to individual students for outstanding effort, improvement, or accomplishment during the year. The certificates were impressive because each was signed by both the teacher and the building principal. To save time, the teacher made many copies of the blank certificates before school began and asked the principal to sign them all at once. Then she filled them in as needed with students' names and accomplishments. The certificates were awarded publicly or in private, according to the student and the accomplishment. (Note: Blank achievement/appreciation certificates can also be purchased from school supply stores.)
Best-in the-West-Awards	At the end of each grading term, a teacher of a class of lower ability students honored students who had improved their grades or performance in class by posting an honor roll he called "Best-in-the-West." Students on the list were also rewarded with "Best-in-the-West" badges, which students liked to save and display on their notebooks.
Long range projects	In many courses, long range incentives are available in the form of regional competitions, such as UIL Spelling competitions, industrial arts competitions, science fairs, etc. Other courses may also include long range projects which can be used in a system of incentives. A chart may be posted with steps of accomplishment noted. There may be a reward for the first class which completes the project, or the class in which all students complete the project. Within-class rewards can also be offered.
Redo paper; improve grade	On day-to-day assignments, students might be allowed to redo poorly done assignments to improve their grade. Students might be allowed to earn enough points to bring their grade up to the level of a B. Some teachers keep a chart on which stars are placed representing the students' grades on assignments. If a student redoes an assignment and brings up his/her grade, the teacher places a different color star on top of the previous star. In this system a gold star stands for an A, a silver star-B, red star-C, green star-D, and black star-F. If there is no star, the assignment has not been turned in. This chart also serves as a ready reminder to the teacher as to who is not turning in assignments.

Incentive	Description
Extra credit	Extra credit activities may also be used as incentives, particularly for faster working students. One teacher keeps an extra credit logic problem on the side board, changing it every week or two, depending on its difficulty. She also keeps extra credit puzzle work sheets on a front table. These puzzles cover material being studied currently by the class. Students are encouraged to work on these in class after they finish their required work or to copy them and work on them at home. Completed extra credit problems are kept in a special section of the students' notebooks, where the teacher checks them when she grades the notebooks. Each correct problem is worth one point, which is added to the notebook grade (a major test grade) at the end of the six weeks.
Extra credit bulletin board	Two examples of bulletin boards for extra credit work follow. One has a picture of a mountain with a math problem relevant to current lessons at each of several landings. Beneath the mountain are lines for ten student names. The first 10 students (from all classes) correctly completing all the problems get their names posted under the mountain. When the tenth name is posted, the teacher also tapes a piece of candy beside each name, which those students may remove and enjoy when they come to class that day. A second bulletin board example is one entitled "Cheapskate Words." An explanation states that "A cheapskate word" is one whose letters add up to 100. Find a cheapskate word and win a place in the teacher's heart. A through Z equals 1 through 26. Students' contributions are posted on the bulletin board.
Weekly point system	One teacher gives a ditto to the students at the beginning of each week with the week's assignments on it. The students record points they earn for each assignment, which combine to make a total of as much as 100 points weekly. The ditto serves as a weekly "mini-report card" to parents.

CHAPTER 5

Planning Activities for the First Week

Up to this point in the manual, we have dealt with room preparation, rules, procedures, and consequences. You now need to plan your activities for the first week of classes.

Your major goal for the first week is to obtain student cooperation in two key areas: 1) following the rules and procedures, and 2) engaging in and completing assignments. You need to focus on these two goals because when students first enter your classroom, they do not know how you want them to behave. This isn't to say that students enter with no knowledge of how to act in school. Nearly all students of junior high age or older have a reasonably accurate awareness of behaviors that are generally acceptable or unacceptable. For example, they know that running around a classroom or punching a classmate is wrong; they know that when a teacher asks them to begin working, they should do so. However, students do not know the specific procedures you want to use, nor are they certain how far they may depart in your class from their general expectations of how to act.

Think for a minute what might happen to student behavior if a teacher began school without clearly indicating his/her expectations. Students would have to rely upon prior learned behavior; but other teachers would not all have expected the same kinds of behavior. Besides, students' memories would undoubtedly be selective! In the absence of clear guidelines, many students would look to one another for models. Because adolescents often enjoy social behavior and high levels of physical activity, these would serve as attractive alternatives to whatever bill of fare the teacher had selected. Under such circumstances, it would become increasingly difficult to teach anything.

Thus, the major purpose of your first week's activities will be to establish appropriate behavior -- that is, following rules and procedures and completing assignments carefully.

Your opportunity to influence student behavior for the whole year is greatest during the first few class meetings. Take advantage of the opportunity to convey your expectations to your students. It is much easier to shape appropriate student behavior in a new setting (your class during the first week) than it is to change students' bad behavior once it becomes habitual.

You can see why we placed so much emphasis in earlier chapters on developing rules and classroom procedures. In order to explain these things effectively to your students, you must have clearly in mind what kinds of behavior you want and the types of rules students are to follow.

The remainder of this chapter specifies how to plan your first week's activities. After you read the plan, be sure to examine the two case studies of activities in the first three days of school. They will give you a concrete idea of how two different teachers organized their first week of class.

Major Areas for Planning the First Week

a. Length of Periods. Find out how much time you are going to have in each period. In many schools, the schedule during the first few days differs from a normal schedule. You will need to know if a long homeroom/advisory period is scheduled that will cause periods to be shortened substantially.

b. Administrative Tasks. Determine what administrative tasks you must take care of during the first week. You may have done this already in Activity 2.1. If not, now is the time to determine what procedures are needed for checking out books, checking and reporting class rolls, attendance, collecting money, and forms students must fill out. Get the necessary materials into your room and readily available, so you won't have to waste time looking for them during class.

c. Copies of Rules. Decide if you are going to post your rules, distribute copies, and/or have students make their own copies. Posted rules are, of course, visible and easily referred to. An advantage of teacher-made copies is that late-arriving students or transfers during the year can easily be handled by simply giving the students their own copy. Having students copy the rules for their note-

books has two advantages: it provides more assurance that the student has attended to the rules, and it provides a simple, whole class activity for the first day. If students are going to copy them, put them in large letters on overhead projector transparencies.

d. Establishing a Beginning Class Routine. Many effective junior high teachers provide a routine for students to follow every day on entering the class. Such a routine serves the purpose of settling students to work quickly while the teacher takes care of attendance check and other administrative tasks. It often includes activities that provide review or reinforcement of previously taught material. A frequently used routine consists of readying pens, getting out papers or notebook, heading the paper, and completing a short assignment posed on the board or on an overhead projector. The assignment may be several "warmup" problems or practice test questions to be copied and solved. Or, students may write a brief entry in a journal, decode a scrambled sentence, correct misspelled words, write sentences using recent vocabulary words, or copy, interpret, or translate a brief quotation or poem.

If you decide not to use academic "warmup" assignments, your students' beginning class routine might consist of getting class materials ready and recording the day's assignment into their notebooks. Whatever activities you use for a beginning class routine, make your expectations clear to your students. Begin in the first few days of school to use the routine and to hold students accountable for completing the tasks.

e. Seat Assignments. Plan to assign seats to students in the first week of school. Allowing students to choose their own seats every day causes needless confusion, delay, and disruption in a junior high class. Seating students in alphabetical order will make it easier to learn names, check attendance, and return graded work, especially at the beginning of school. Later in the year you may change seating to accommodate work groups (such as spelling groups), move students who need the most help to more accessible places, or just provide a change.

The First Day

What you are able to accomplish will depend upon how much time you have. Assuming that your first day's periods are not shortened drastically, the following activities are suggested: Introduction; attendance/roll check and other administrative matters; presentation and discussion of class rules; presentation of necessary procedures only; an initial content activity; closing the period. Each of these activities is briefly discussed below.

a. Before and at the Bell. Stand either in the hall by the door, or at the front of the room. Make eye contact; be pleasant; smile a little (if you can!). But be visible! Students will want to know whether seats are assigned or if they can choose their seats. It probably is not worth the effort to assign seats on the first day because in many schools enrollment varies and you'd have to rearrange seating after classes are "leveled". Tell students you will assign seats in a day or two; however, don't give the expectation that they will be free to sit wherever they like all year.

At the bell, be sure to step into the room immediately, if not earlier. You want to be there to begin class; you don't want students to start out the year with dead time at the beginning of the period.

If a student is still talking after the bell rings, make eye contact. A finger to your lips or a quiet, "The bell rang," will almost always silence things on the first day or two. Occasionally, a student will decide to test a teacher right away by ignoring the signal and continuing talking. We will describe how to handle this in the next chapter.

b. Introduction. Many good managers begin the period by introducing themselves and giving a bit of personal information, such as about their family, interests and hobbies, schools attended, summer activities, etc. Because students are often asked for personal information, this activity serves the purpose of modeling the desired behavior, as well as introducing the teacher. Keep it short.

You should also introduce your course, giving a short overview of what students will learn. Try to be positive, emphasizing the course's value, challenge, interest and/or applications.

Remember, you are setting the stage for the year! Help students develop a positive attitude from the start.

c. Administrative Tasks. You will take roll and very likely there will be a school form or two for students to fill out. Have all your materials handy, so that when you move from the introduction to the administrative tasks, you do so quickly. Be sure to tell the students what you need to do (e.g., "Now I need to take roll. Then there are some class cards to be filled out."). Also, tell the students what they should do during the activity (e.g., "Just say 'present'or 'here' when I call your name. Tell me how to pronounce it if I say it wrong." "No talking please while the cards are being filled out. Raise your hand if you have a question."). Make a seating chart the first or second day of school even if it will be temporary. Use it to learn students' names and to call students by name from the beginning. This will help establish rapport, and it will make students immediately accountable for their actions.

d. Presentation and Discussion of Class Rules. Your rules are either posted on a chart, ready on a handout, or on transparencies. You don't have to go to great lengths to justify having rules. Most teachers have rules, and most students readily accept the idea that some rules are needed to manage a classroom.

During the activity:

- Read each rule. Explain any abstract concepts in each. Give concrete examples, and ask students to do the same occasionally.
- Give reasons for the rules. Short and simple ones are best. Students are more willing (who isn't?) to accept rational rules which have a reasonable purpose than arbitrary ones.
- Identify consequences. If tardiness results in detention after the second time, students should be told so now. You do not need to specify a consequence for each rule. However, consequences which are not obvious or which are the result of school policy should be noted.
- Unless there are particular school rules you want to emphasize, you need not go over these. Generally, school rules will be covered in an assembly, by the principal during the PA announcements, or during homeroom/advisory.

- During the presentation/discussion you can ask for and call on volunteers to give reasons for particular rules, examples, and to answer, "What would happen if we didn't observe the rule about raising our hands?" and similar questions. But don't expect excited participation on the first day. Students will be cautious and generally quiet. Call on students who appear to be making an effort to be attentive; they can provide good models for other students.

Many teachers restrict their discussion of rules on the first day to general conduct rules and hold grading/accountability procedures for the second and later class days. This is a good practice, and mandatory, if your first day's periods are shorter than usual. You just won't have enough time to do it all, and it is a good idea to reserve some time the first day for a short academic activity if possible. Students may be overwhelmed if each teacher goes into detail about procedures for grading, assignments, etc., on the first day. If you hold off on this, just tell students, "Class, we have plenty to remember today with our general rules and procedures. Tomorrow, I'll fill you in on grading and related matters."

If you have time and want to get into grading, just give students the major dimensions of the procedures, rather than the finer details.

e. An Initial Content Activity. This activity, assuming you have time for it, gives you your first chance to establish some procedures for whole class and seatwork activities with your students.

- Choose an easy and interesting task. Examples are a review worksheet covering content from earlier grades; content-related puzzle or worksheet activities; reading a short essay and answering questions. You could read or present a brief experiment, problem, or project and ask students to answer questions about it. Look in your teacher's manual and ask other teachers for some ideas.
- Be sure the task is one that students can begin easily and complete successfully. You want to encourage good work habits from the start.

- Use whole class presentations or individual seatwork assignments. Do not try small groups, projects, individualized instruction, or anything fancy, unique, or procedurally complex. You need to teach students whole class procedures first; establish good work habits and behavior before trying anything out of the ordinary.
- Introduce procedures needed for the activity. Teach these procedures as part of the activity. If you want students to listen quietly while you read a brief passage to them, tell them at the beginning what you expect. If your students are going to complete a worksheet, teach them the proper way to put a heading on the worksheet. In other words use these initial activities as a way of teaching students procedures for the whole year. Have them repeat your instructions in order to verify their comprehension. Watch the students and check as they work to make sure that they are following directions.
- Do not worry about covering large amounts of content in this and in other initial activities. Your chief concerns are establishing rules and procedures, and getting students into and through an assignment successfully.
- If the initial content activity mainly involves seatwork, be sure to work through the first part of the assignment with the whole class. Don't just pass it out and tell them to get started. Make certain that students can do the required work and that they know what is expected of them.
- If the activity is a seatwork assignment, decide whether students are to turn it in at the end of the period or are to complete it the next day. On the first class day, it is probably best not to give homework; after all, the purpose of first activity is mainly to establish work procedures and to get students started successfully.
- On the outside chance that you guess wrong on the length of time that the activity will require and have 10 minutes at the end of the period with nothing to do, plan an additional activity. This need not be anything more than a puzzle, a problem, or a list of a list of questions or basic concepts for an oral review. Or, use this time to preview some major activities you have planned

for your course. Don't allow more than a minute or two of dead time at the end of the period.

c. Closing the Period. Keep two things in mind when setting up a procedure for closing the period. First, the room and your own materials should be ready for the next class. Second, students should leave the room as they entered it: the room should be neat and the students' departure orderly.

By establishing an end-of-period routine, you will also minimize students quitting work too early. You are establishing the signal for when it is reasonable to stop work, rather than leaving it up to individual students to decide.

Do the following things:

- Several minutes before the end of the period, check your desk and any area where you may have left teaching materials or papers. Put these things away, properly labeled, in files, drawers, etc. Now these things won't get mixed in with materials from other classes.
- A half-minute or so (depending on the amount of clean-up) before the end-of-period bell, announce clean-up time. Tell students what procedure to follow (e.g., check around and under desks for trash, return all borrowed materials). When students are ready and in their seats, check whether the job has been done properly.
- When the bell rings, if the room is as you want it and if students are in their seats, dismiss class.
- If one or more students try to leave early, make them wait for the rest of the class to leave before you let them go.

After the First Day

We have presented on the preceding pages an outline of activities for the first day's classes. We can now discuss planning for the next several days.

a. The Second Day of Class On the second class day, the following activities are typical:

1. Introducing students to the beginning-of-class routine they should follow.

2. Administrative tasks (e.g., attendance check, identifying new students, assigning seats, office forms, checking out books).
3. Brief review of major rules and procedures. This is especially needed if you have new students.
4. Describing other procedures. Often teachers wait until the second class period to describe course requirements and grading procedures. You planned these procedures in chapter 3. Now your task is to communicate them to students. Many teachers have these on a ditto handout or OP sheet for students to copy into a notebook. A handout is useful because it can be given to new students at any time of the school year.
5. A content activity. If you have checked out textbooks to students, now is the time to begin using them. Otherwise, develop an activity as suggested in Section E, An initial content activity.

   Some teachers give a pre-test or other readiness assessment at this time in order to determine what their students' entering knowledge and skills are. This is a particularly good idea if you have not taught this grade level before, or if the pupils' backgrounds are different from those whom you have previously taught.
6. Closing the period.

b. <u>After the First Two Days</u>. Continue your beginning- and end-of-period routines. Introduce new procedures as they are required. Review rules and procedures whenever necessary. By the third or fourth class day, you should begin giving regular assignments to be completed at home if not done in class. Student work should be checked regularly, and, whenever feasible, in class. You should begin using your grading procedures at once, so students receive prompt feedback.

Summary Guidelines for First Week Planning

5.1 Plan your first day's activities to include an introduction, administrative tasks, rules, and an initial content activity, if time permits.

5.2 Introduce your beginning and closing routines and your grading procedures no later than the second day of classes. Introduce other procedures when they are needed.

5.3 After the first day, use the same sequence of activities:

a. The beginning-of-period routine;

b. Attendance check (this may be a part of "a");

c. Other administrative tasks as needed;

d. Content activities; and

e. Closing routine.

The initial content activities should be uncomplicated procedurally and permit a high level of student success.

Activity for Chapter 5

✱ Read the Case Studies E and F which describe beginning school activities, presented on the next several pages. Then plan your first week's activities, following the Summary Guidelines listed above.

CASE STUDY E

First Day
Activities in a Math Class

Activity	Description
Greeting students	Before the bell Teacher E stands at the doorway to her class, greeting students as they enter. From her position just inside the door she can monitor the immediate hall area while maintaining frequent eye contact with students as they find seats and settle in her class. She is very visible and clearly in charge.
Introductions (2 min)	When the bell sounds, Teacher E goes to the center front and starts class immediately by introducing herself. She briefly gives some information about herself: where she grew up, how long she has been teaching, how many children she has. She also announces the course title and grade level.
Administrative tasks (10 min)	Teacher E calls roll, checking with individuals about correct pronunciation of their names. Then she passes 3 X 5 cards to the front of each row. Students take one and pass others back. She explains what to put on the card: phone number, address, birthdate, and class schedule. An example card is displayed on an overhead transparency. While students work, Teacher E monitors, answers questions, and distributes a list of supplies and a ditto of class rules and procedures.
Presentation of rules and course requirements	When students have finished with their cards, the teacher tells them to place them in the upper right hand corner of their desks, and she begins to explain procedures and rules for this class. She shows and discusses a notebook they will be expected to keep, giving some information about grading in the course as she does. Then she discusses procedures and requirements that are listed on the ditto handed out earlier, explaining the rationale for each and answering questions about them. Class rules are posted on a display near the door. Teacher E reads them to the class and has students copy them down. She walks up and down the aisles, watching students as they write and picking up the index cards which they had filled out.

CASE STUDY E (cont'd)

First Day
Activities in a Math Class

Activity	Description
Content activity (9 min)	The teacher assigns a math problem for students to do in class. The assignment consists of a puzzle involving getting several sums, which is written out on a side chalkboard. All of the youngsters should be able to do the computations. Teacher E tells them that this assignment will the first thing to go in their notebooks. Students start to work while she watches and circulates.
Closing and dismissal (4 min)	The teacher tells students to stop work and get ready to leave. When she asks for a show of hands of students who have finished the solution of the problem, only seven raise their hands. She announces that the problem will be on the board on the following day also and students will be able to finish later in class. Students put up their work. Then the teacher explains the beginning of class routine that they will use tomorrow and every day in this class. She tells students that when they enter, they should immediately get out paper and pencil and copy and solve the review problems that are shown on the overhead. She will check roll while they work, then the problems will be checked in class and turned in for a daily grade. She answers questions until the bells rings. Then Teacher E dismisses the class.

CASE STUDY E (cont'd)

Second Day
Activities in a Math Class

Activity	Description
Before the bell	Teacher E greets students as they enter the room and reminds them of the beginning class routine she explained the day before.
Beginning-of-period routine and warmups (5 min)	Students take seats and get to work on the simple multiplication problems shown on the overhead. As soon as the bell rings, the teacher calls roll, talks briefly to a tardy student, and gives a new student a card to fill out.
(4 min)	Students trade papers. The teacher leads them in checking their work, calling on different students to give the answers. Students pass graded warmup papers to the front of the rows where the teacher collects them for recording.
Administrative tasks (3 min)	Teacher E announces that she will assign seats in alphabetical order for the first six weeks term. Row by row, she calls students' names, and they move quietly.
Presenting procedure (12 min)	Teacher E passes out dittoed grading sheets that she and the students will use in computing their grades each 6 weeks. Using an example on an overhead, the teacher goes over the grade averaging procedures to be used, and demonstrates the importance of doing homework assignments.
Content activity and administrative task (27 min)	Teacher E distributes a worksheet for students to do in class while she checks out textbooks. The worksheet is a simple one which students can do without assistance after the teacher has demonstrated the first problem. The task includes adding numbers, determining whether the sum is even or odd, and shading areas of a diagram to produce a picture of the school emblem. Students work quietly on this while the teacher calls them up one by one to check out a text. Students also cover their books. Some finish up their work on the puzzle from the first day of school.
Closing (3 min)	Three minutes before the bell, the teacher asks students to put their worksheets away. She briefly discusses the notebook they are supposed to have. She shows the class some that students have already started. She answers some questions. The bell rings, and the teacher dismisses the class.

CASE STUDY E (cont'd)

Third Day
Activities in a Math Class

Activity	Description
Before the bell	Teacher E again greets students with a reminder of the beginning class routine that they are supposed to follow. The overhead projector is on as they enter. They sharpen pencils and start work. The teacher begins calling roll even before the bell rings.
Beginning routine and administrative task (8 min)	Teacher E allows students four minutes to work on the warmup problems, then has them trade papers. She leads them in checking, then they pass the papers forward.
Content activity (35 min)	Teacher E tells students to get out their notebooks or paper to take notes. She presents a review of sets. Students answer her questions and write down the definitions and concepts she tells them to write.
(10 min)	Students are given a seatwork assignment on sets. Teacher E explains that normally this would be their homework but that since this is their first real assignment, they will be allowed to finish it in class tomorrow so that she can help and answer questions. Their homework for tonight is to finish putting together their notebooks and covering their books. They will have a diagnostic test tomorrow. Students work on the sets assignment while Teacher E monitors and answers questions. She also passes back the previous day's warmup exercises.
Closing (2 min)	Two minutes before the bell, the teacher tells students to put up their work and straighten the room. She dismisses them when the bell sounds.

CASE STUDY F

First Day
Activities in an English Class

Activity	Description
Before the bell	As students enter, the teacher stands at the front of the room. He has arranged his materials and notes on a speaking podium there. He smiles at students, telling them to take seats quickly because he will begin class immediately at the bell.
Administrative tasks (5 min)	As soon as class begins, the teacher gets all the students' attention and directs them to take out paper and pen while he checks attendance. He calls students' names, checking on correct pronunciation and preferred nicknames.
Introductions (6 min)	He begins introductions by asking students to write his name, the course title, and room number on the first line of their papers. The information is written on the front board. The teacher tells a little about himself and his name. He talks about the importance of the course (eighth grade English). He gives reassuring answers to questions about the high school placement tests they will take later in the year.
Presentation of rules and procedures (21 min)	Teacher F explains that today they will discuss rules and procedures for the class so that students will know just what he expects from them. He also tells them that they will be expected to take notes (with his help) and that they will finish the task tomorrow and will have to have the papers signed by parents and turn them in, then keep them in their class notebooks. He stresses the importance of neatness on this paper. In the following discussion of basic rules and procedures for the class, the teacher states each requirement in a short sentence, repeating each several times and allowing time for students to copy from an overhead transparency. He walks around the room checking on student work.

CASE STUDY F (cont'd)

First Day
Activities in an English Class

Activity	Description
Content activity (8 min)	Eight minutes before this shortened period is to end, Teacher F tells students to put the rules away and to get out another paper. Using a poster display he has prepared, he shows students how to head their paper and gives them a short assignment to be handed in today in class. This task is to copy several sentences that are written on the board and circle all of the nouns. The teacher demonstrates by circling a noun in the first sentence. Students work on this activity while the teacher monitors.
Closing and dismissal (2 min)	When the bell is about to ring, Teacher F has students pass up their papers and prepare to leave. They leave when dismissed by the teacher.

Second Day
Activities in an English Class

Activity	Description
Greeting students	As students enter the room on the second day of school, Teacher F reminds several students of the stated rule about being seated when the bell rings. They get seated.
Beginning routine and administrative tasks (5 min)	As soon as the bell does ring, he announces that students should get out paper and pen and the list of rules and procedures they worked on the previous day. While they do, he calls attendance. One new student not on the roll is asked to get the teacher his schedule.
Reviewing procedures (3 min)	The teacher quickly reviews the basic rules and procedures which were presented and discussed on the first day of school. Then he presents additional requirements and information, reading each item aloud and discussing it, then giving students time to copy it neatly for their notebooks. The information includes grading, the weekly work schedule for different English class activities, notebook requirements, and an introduction to an assignment board on which daily topics and supply requirements are listed in advance for each week.
Presenting procedures and information (25 min)	
Content activity (testing) (12 min)	Students are told to put away the list they have written, obtain parents' signatures and telephone numbers on them at home, and return them to the teacher on the following day. Then Teacher F instructs students to head a piece of paper for a diagnostic spelling test. He reminds them of the correct heading form presented the first day and still shown on a poster in the room. He watches while students complete these instructions. When they are ready to listen, he explains the purpose of the test: determining what level of work they are ready for. The test proceeds briskly.
Backup content activity (6 min)	After the test is passed up, the teacher finds he has almost 6 minutes left in class. He uses this time by leading a discussion of seven topics that will be covered in the course of that year.
Closing and dismissal (1 min)	The bell rings during this discussion, and the teacher asks students to check around their desks for belongings or trash; then he dismisses the class.

CASE STUDY F (cont'd)

Third Day
Activities in an English Class

Activity	Description
Administrative task (6 min)	Teacher F seats students in alphabetical order while checking attendance. He has students pass up signed class rules and procedures papers.
Content activity	He introduces a content activity: writing a one-page autobiography in class. He explains the objectives of the assignment. On the board is a list of questions which might be answered in the students' papers.
and	
Administrative task (43 min)	The teacher also explains that the class will be completing an administrative task: checking out books. Students will each be called once to the teacher's desk to pick up two texts and two covers. They are to complete and turn in their writing assignment before covering books. The teacher also has prepared a crossword puzzle for early finishers. The teacher finishes checking out books before most students have finished with their assignment. He gives an 8-minute warning to workers, monitors and answers questions. Students cover books or work on puzzles when they have turned in their papers.
Closing and dismissal (2 min)	When there are 2 minutes left in class, the teacher asks students to turn in all papers and get books ready to leave. They do. The bell rings, and the teacher dismisses the class.

CHAPTER 6

Maintaining Your Management System

A systematic set of rules and procedures, along with a planned sequence of activities during the first week, will give you a head start on the year. Now you need to consider how to maintain your system so that you can keep that good environment for learning all year long.

Even a system that has been planned and introduced according to the guidelines in chapters 1 through 5 can begin to deteriorate as early as the second or third week of the school year. Consider the following brief example.

> Mr. K's classes behaved well during the first week of school, but during the second week, problems began to occur. While he made presentations to the class, students at the back of the room talked quietly among themselves. Several boys threw paper wads when Mr. K wasn't watching, and a half dozen girls began passing notes. There was no obvious interference with class activities, and Mr. K didn't seem to notice these minor deviations. Students began calling out answers and comments without raising their hands, contrary to class procedures. Mr. K ignored these responses at first, but eventually began responding to the called out comments or questions. At other times, he continued to ignore them.
>
> By the end of the second week, it was common for three to six students to be inattentive or off task at any given time. When students were given seatwork assignments, Mr. K worked at his desk, not noticing how many students chose not to work diligently. Worse, he didn't discover how many chose not to work at all until he called for the week's work on Friday. By then, several boys had also begun to be habitually out-of-seat. He missed this at first because a small crowd of three or four students seeking help was constantly around his desk and obscured his view of the total room.

Clearly, the best system can be undermined unless the teacher takes an active role in maintaining it. Mr. K's problems stemmed from several sources. First, he did not actively monitor student behavior. He was not aware of the talking, note passing, paper throwing, etc. You might wonder how a teacher could ever fail to note such behavior. Yet, the classroom is full of many students doing many things, and the teacher is often involved in thinking about the content to be taught. There is a

limit to the amount of information an individual can perceive and process, and teachers vary in their capacity to do so. Unless a teacher such as Mr. K makes a conscientious effort to watch for inappropriate behavior, it can go on extensively without being perceived.

Mr. K also compounded his monitoring problem with inadequate procedures. He sat at his desk when he should have been circulating among the students. He allowed several students at a time around his desk, thus blocking his vision. Finally, he did not keep close track of how students were performing. Consequently, many students were able to avoid work; others experienced frustration and, perhaps, failure which could have been prevented.

A second problem, occurring partly as a result of poor monitoring, was not stopping inappropriate behavior quickly enough. He didn't perceive many of the misbehaviors, so they weren't stopped at all; what he did observe, he didn't handle promptly. When inappropriate behavior is ignored by the teacher and is reinforced (e.g., given attention) by peers, it is likely to recur. Moreover, if other students observe that the misbehavior is not stopped by the teacher, they too may try misbehaving. Eventually, the teacher will have to intervene or else let the students misbehave until they get tired of it. Clearly, the teacher has to do something to stop misbehavior in order to preserve a climate for learning.

A third problem was Mr. K's inconsistent use of consequences. When several students did not follow his procedure of raising hands to be called on, Mr. K should have reminded the students of the correct procedure. Instead, he permitted the procedural deviation for a while, then he actively encouraged it by responding to the call-outs. By alternately ignoring and then attending to the same behavior, Mr. K failed to teach his students the correct procedure.

What then can be done to avoid a situation such as Mr. K's? We recommend that you apply three key concepts -- careful monitoring, prompt handling, and consistent consequences -- to your teaching. The application of each concept is described below.

c. Don't let students congregate around you or your desk during class. You call them up one at a time if you want them at your desk.

d. If you give seatwork assignments to be begun by everyone at the same time (a common activity in most subjects), start the activity by having everyone begin under your direction -- perhaps even doing the first problem, answering the first question, etc., together. The advantages of this procedure are that you can observe everybody begin, no one can easily avoid the task, and it helps to make the transition from the preceding activity at the same time for everybody.

e. Check assignments regularly. Collect them and look them over, even if students do the checking in class. Keep your grade book current, so you know who is doing their work and whether a student has begun to skip assignments. If you give a long-term assignment, be sure to check progress regularly. In such cases, give a grade or points toward a grade at these progress checks.

f. Be alert to opportunities to praise the whole class (or most of it) for appropriate behavior. "I'd like you to know how much I appreciate the way everyone (or nearly everyone) is trying to follow the rule about hand raising. That's really helped our discussions, and it's allowed everyone an opportunity to participate." Or, "This class has really impressed me. Everyone completed his/her notebook and turned it in on time." Such statements not only inform students that you are aware of their good behavior but also make public a high level of compliance of the rule or procedure. Don't publicly praise just one or a few students for rule-following behavior, however. Doing so will imply a lack of acceptance of the rule by many students and may make it more difficult to establish. Also, avoid giving praise when it is not really deserved.

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Handling Inappropriate Behavior Promptly

Behavior that is contrary to a rule or does not follow a procedure is inappropriate. It is, unfortunately, a normal, everyday occurrence even in well-managed classrooms. Junior high students are not marionettes who move only at the will of the puppeteer-teacher. In five class periods of 25 to 30 students each a day, it is inevitable that a teacher will encounter some students who come late to class, interrupt others, don't raise their hands, leave their seats, fail to complete assignments, pass notes, forget their class materials, etc.

If you are a careful observer of students, you will detect such behavior when it first occurs; it is easiest to correct then. If allowed to continue unchecked, misbehavior frequently escalates into greater disruption and/or involves more students. If a rule violation is ignored other students may be tempted to try it themselves. Also, peers may give reinforcing attention to obvious rule violations, making management more difficult.

Most types of inappropriate behavior can be handled by using one or more simple procedures that require only a small amount of time, energy, and attention. In fact, you will want to avoid making a "federal case" out of each incident. The following procedures are often effective in handling minor problems.

FOUR SIMPLE WAYS TO HANDLE INAPPROPRIATE BEHAVIOR

1. Make eye contact with or move closer to the offender. Use a signal to terminate the behavior (e.g., a finger to the lips to stop talking, nodding at or pointing to the student's desk if s/he is out of seat). Monitor the student to make sure s/he ends the violation and begins the appropriate behavior.
2. If the student is not following a procedure correctly, remind the student of the correct procedure. Have the student perform the correct procedure. Maybe s/he doesn't understand it.
3. Ask the student to state the appropriate rule or procedure, then follow it.

4. Tell the student to stop the rule violation. Monitor the student until you can observe appropriate behavior. Often a simple request or statement to stop is sufficient.

Notice that the underlying purpose of the above procedures is corrective; that is, their focus is on helping the student learn to behave appropriately. You will be able to use these techniques most effectively if you do not become upset or angry at each rule or procedure violation. Treat the inappropriate behavior as you would a failure to understand some item of content: the student needs to learn something he does not know or is unable to do.

Although the four procedures above can be used effectively to handle much inappropriate behavior, they should not be used in all cases. First, a teacher may be busy with a lesson or with another activity when a rule or procedure violation is noticed. If the disruption is limited and not likely to spread, it may be more appropriate to give delayed feedback. That is, rather than interrupt the on-going activity, the teacher makes a mental note of the problem and, at a more convenient time, speaks to the offending student(s). A second consideration is that some procedural violations can be safely ignored. Some examples might be:

- Occasional "call-outs" during discussion. If you remind students each time, you may interrupt the lesson more than the "call-outs" do.
- Brief whispering between two students during a presentation. As long as it does not continue, spread, become habitual, or obvious, there is no need to try to handle this transitory behavior.
- Short periods of inattention by individual students. You cannot possibly check or react to each incident of daydreaming, visual wandering or fidgeting in a class of 30 junior high students and retain your sanity, much less continuity of instruction.

Guidelines for what might be ignored include:

a. The problem is momentary and not likely to escalate.
b. It is a minor deviation.
c. Handling it would interrupt the flow of the lesson.
d. Other students are not involved.

The reasons for ignoring deviations that meet these guidelines is that such behaviors pose no problem, either in the short or long run, to

the management system or to the willingness of students to cooperate with the teacher or to be involved in their work. Furthermore, if the teacher reacts to each such deviation, lessons will be excessively interrupted, and students may begin to react negatively to a perceived attempt to over-control their behavior.

Consistent Use of Consequences

Some classroom rules and procedures have pre-stated consequences, either because school policy specifies them or because the teacher has identified the consequences to be used if a particular rule is violated. For example, an unexcused tardy results in detention; unexcused late assignments may receive a reduced grade or no credit; a lost book must be paid for; gum which is not properly used must be discarded; and so forth.

Having identified the consequences for particular rules, the teacher must follow through consistently when the rule is violated. To do otherwise would be to communicate to students an arbitrary use of authority. It would be resented by those whom the teacher chose to punish; it would teach those who were let off that they had a special privilege; and it would confuse all of the students.

Often, when teachers are inconsistent in their use of consequences, the incidence of inappropriate behavior increases because students test the limits of the rules to determine the conditions under which they will be enforced. Students seem to seek a predictable environment, and a teacher who provides it will have fewer problems. There are two important qualifications to the principle of using consequences consistently. First, being consistent does not mean being "foolishly consistent". Sometimes a student has a valid excuse for breaking a rule or the teacher will be aware of extenuating circumstances. In such a case, there is no point in invoking a consequence simply to maintain the appearance of consistency. If the rule violation was an obvious one, then the teacher can indicate to the class that an exception to the rule was made for good reason.

A second qualification is to take stock of your system of rules, procedures, and consequences after the school year is underway. It may

be that a particular consequence does not work very well, either because it is too time-consuming to use or because it does not fit the needs of your students. You may want to add a rule or change a procedure to cover an unexpected circumstance. As long as you explain the change to your students, you are not being inconsistent.

Special Problems

In spite of a teacher's best efforts to plan and implement a management system, problems will arise that are not easily solved and that cause teachers anxiety or frustration. These problems include:

1. Students who chronically avoid work,
2. Habitual rule breaking, and
3. Fighting, destruction of property, display of weapons, gross indecency.

Each of these problems is discussed below, along with recommendations.

1. Chronic work avoidance. This behavior is manifested in many ways, including skipping class, not turning in assignments, sloppy and incomplete work, "fooling around" during seatwork assignments, and poor effort. Such students may be average or above average in ability, but for a variety of reasons, they simply do not work. The teacher must determine if the student is capable of doing the work. If not, then some adjustment in the assignments may be made to encourage prompt completion.

   If ability is not the problem, then other measures are needed, as outlined below.

   a. Accurate records must be kept so that the student's work can be monitored.
   b. Parents or guardians should be contacted and their help sought in monitoring work-related behavior.
   c. Other teachers of the student can be consulted for suggestions (or consolation).

d. A conference involving the student, and the counselor or assistant principal may be helpful in identifying reasons for the behavior.

e. Above all, you must apply the consequences of not doing work. Usually this will mean a failing grade. Do not "soften" the blow by passing such a student on the premise that s/he is so smart that s/he would surely pass if s/he could just do the work. That just encourages avoiding responsibility.

2. Habitual rule breaking. An occasional student (we can call him Charley) will simply be unable to stay out of trouble. If you have a rule requiring hand-raising, Charley will constantly call out. He will frequently be tardy. He never remembers to sharpen his pencil before the bell. If he is supposed to bring a book, paper, and a pen to class each day, you can count on his forgetting at least one of the three items. He may be loud, restless, or very talkative. His teachers may find themselves daydreaming, "That class would be so easy to manage if it were not for Charley."

When you have such students, you should try to keep their behavior in perspective. They will try to do better if prodded, and they are seldom malicious, defiant, or hostile. Your goal should be to help them learn to control their behavior. Of the six suggestions below, the first three are the most important because they can be used without too much effort and they will tend to prevent problems from developing.

a. Seat such students away from other students who might follow their lead. Corner seats or seats at the front of the room isolate such students best.

b. Monitor such students carefully. Catch them before they get into trouble. Then a simple procedure can correct their behavior.

c. Use appropriate consequences when the student breaks a rule. Such students need consistency.

d. Help the student self-monitor his/her behavior. Pick the thing that causes the greatest problem. Then have the student keep track of how often s/he does it each period for a week. The frequency will often decline. Have the student keep an index

card or a page in his notebook with reminders of what should be brought to class or what s/he is supposed to work on that week.

e. Talk with such students privately before or after the class period, or during seatwork assignments. Let them know if they are doing better or if they need to work on something. Be specific so they know what to do or avoid.

f. Try to maintain rapport with the student. You are not his/her "buddy", but neither must you be enemies. A friendly word or two on occasion can be the key to maintaining cooperation.

3. Defiant, hostile students. Some students are very angry, for many reasons. At school, they express their anger by defiant, hostile, "chip-on-the-shoulder" behavior. Reasonable requests by teachers to remain quiet during announcements, to stay seated, to stop running in the hallway, or to leave a display alone, may be met by a glare, a continuation of the behavior, or a surly, "You can't make me," or "I'm not doing anything." Such an obvious display of disregard for authority is understandably very threatening to teachers. Often such defiance occurs in the presence of other students, so an additional problem is presented: the student does not want to lose face by backing down and the teacher is not willing to surrender his/her right to maintain an orderly climate for learning and teaching. Some suggestions are offered below.

a. The defiance may be momentary. After an initial outburst, the student may comply with your request. In this case, there is not much of a problem. You can talk to the student later about controlling his/her temper and suggest a better way to express feelings. If the comments were really disrespectful or extended, the student can be instructed to wait in the hall until you have time to discuss it.

b. If the hostile behavior persists, then you will have to solve the problem of extricating yourself and the student from the confrontation. Continuing the episode does no good; it will just escalate. You do not want to engage in a power struggle.

c. Tell the student that you will not argue with him/her. "You can choose whether you will cooperate or not. You can have some time to think about it." Then leave the student alone. If the

student decides to comply, then talk with the student about his/her reaction at a suitable time.

d. A defiant student may also be instructed to wait in the hall or in the office. "I cannot talk to you while you are talking back (or shouting, being disrespectful, or whatever); you need to settle down first so we can have a discussion. Please wait for me in the hall."

e. If a student persists in the hostile behavior, refuses to leave the room, go to the office, etc., then send another student to the office for an assistant principal, counselor, etc. Even if the student then decides to terminate the episode, the consequence should be followed through. A student who pushes an incident to this extreme needs to learn that such a power struggle does not get rewarded.

f. Persistent hostility or repeated incidents with a student should be followed up. Often the counselor will have helpful information or suggestions. A conference with the student's parents and the counselor or assistant principal may help in understanding the problem and identifying a course of action.

g. Occasionally a student and a teacher just don't get along. In such a case, it may be possible to arrange a transfer to another teacher's class.

4. Fighting, destruction of property, display of weapons, gross indecency. The behaviors in this category range from minor offenses such as a hallway pushing match or marking up a locker to major incidents, including possession of firearms or other weapons. Usually such events occur in hallways or on school grounds, in which case the teacher happens onto them. Sometimes an incident occurs in the classroom, in which case the teacher is more directly involved.

Whether you take an active part in dealing with the incident will depend upon your judgment about the likelihood of injury to yourself and to others, and whether you will be able to handle the incident without further help.

a. Send a student for help or go yourself. Even a pushing match between two students usually takes at least two adults to halt, especially if a crowd has gathered.

b. Obtain names of participants and witnesses. This is especially necessary if one or more of the participants leaves, or if criminal behavior is suspected.

c. Disperse crowds. Students love excitement and most incidents will gather a crowd.

d. Be calm. If you get upset or hysterical, you will be unable to take effective action nor will you help involved students keep their cool.

e. Report the incident to the school office. Your school will have a policy that covers serious offenses and you will need to follow that policy. Don't try to resolve major incidents by yourself. What happens in your class or outside your door in the hallway may become a school-wide problem.

Summary Guidelines for Maintaining Your Management System

6.1 To maintain your management system during the school year:

a. Monitor student behavior,

b. Handle inappropriate behavior promptly, and

c. Be consistent in the use of consequences.

6.2 Even the best management system cannot prevent all problems. Have procedures in mind to manage special problems, including chronic avoidance of work, habitual rule breaking, hostile students, and serious offenses.

Activity for Chapter 6

✱ Read the case studies following this chapter. Case Study G illustrates good use of the three maintenance strategies. Case Study H illustrates problems arising from poor monitoring, allowing misbehavior to continue, and inconsistent consequences. Commentary is provided regarding alternatives to consider.

CASE STUDY G

Maintaining the Management System

As the students enter the room prior to the bell, Teacher is standing at the door. Mona asks the Teacher if she can go to the bathroom. Teacher says, "Unless it is an emergency you have to be in this room before the tardy bell." Mona realizes that there is not enough time and sulks as she goes to her seat. Teacher points to the front chalkboard where she has written that students should take out two pieces of paper. When it appears that the students have all arrived, Teacher tells the students to put the title "Ordering Objects" on the top of one piece of paper. She stops to say, "Sara, quiet please. I see several people chewing something. If you have gum or candy, please get rid of it now, so I won't have to give any detentions after the bell rings." The teacher goes to a podium at the front of the room and begins to take roll. When the bell rings, she looks up and says to the class, "You are supposed to be taking out two pieces of paper, putting your heading on both of them and writing the title "Ordering Objects" on one of the pieces of paper." Most of the students get quiet and busy. Three boys stay off task because one of them, David, is teasing the other two. The teacher makes eye contact with him as she says, "I would appreciate it if you would do what I ask." The boys get to work, and Teacher finishes checking roll.

Teacher begins to pass out dittoed worksheets to students, saying, "You have your own paper so don't write on the handout." She scans the room frequently to be sure all students have their papers ready and are not writing on the dittos.

Teacher begins the lesson on ordering objects. Seeing David bothering students around him, she stops after about a minute and says, "David, go outside and do these exercises." David protests that he wasn't doing anything. The teacher repeats her instructions to him, and he leaves the room to sit in the "time out" desk by the door.

Teacher begins the lesson anew. She works through the first couple of questions with the students, telling them how to do the exercises and what should be written on their papers. She walks among the students, being sure that all students are doing the exercise correctly. One student, Hal, is having trouble. Teacher tells him she will help him in just a minute.

David sticks his head into the room and says, "I don't understand these." Teacher says, "Please do the best you can. I will deal with you later." She finishes walking through the class and goes to help Hal. The rest of the students are working quietly. Sue calls out quietly, "Miss, can I come up there?" The teacher says, "Why don't you raise your hand, and I'll come over there?" Sue raises her hand, Teacher nods to her, finishes with Hal, and goes over to help Sue. When Sue and all of the other students are working on their own, the teacher briefly checks on David and, seeing that he is seated and working in the hall, returns to the room to monitor the class.

When the students appear to be finished with the task, Teacher goes through the exercise with the class, calling on different students to answer her questions. When they are finished checking the exercise, she asks the students if anyone had any problems. No one says anything so Teacher asks a few students to answer a few additional questions to be sure they understood.

Teacher tells the students to look at the next exercise on the ditto. She goes to the chalkboard, draws a sample paper and demonstrates how she wants the students' papers to look. A student near the back of the room calls out, "Do we skip a line?" Teacher makes eye contact with the student. He realizes he didn't raise his hand. He does so. Smiling, the teacher calls on him, and he asks his question again. Teacher answers him this time, saying, "Yes, skip a line." She then goes through the first three questions on the exercise with the class and calls on students with their hands raised to answer her questions. She asks if anyone needs any extra help because they don't quite understand. No one raises his/her hand, so Teacher tells the students to go to work, that this exercise will be checked in a few minutes. After she checks to be sure Hal and Sue understand what to do, and circulates to be sure all students are working, she goes into the hall to talk with David. After a couple of minutes, he follows her sheepishly into the classroom, sits down, and goes to work.

CASE STUDY H

Poor Maintenance of the Management System

Description	Comments
When the tardy bell rings, students are still coming into the room, getting copies of a book on some shelves at the front of the room. Teacher tells the class that she has an announcement to make. She says if their spelling is not finished, they should do that first, and then join in with the reading later on. Teacher then says, "Roger, I think that means you." Teacher reminds the class that the bell has rung and adds that the class will not get to see the movie of the book they are reading if they have not reached page 275 before tomorrow, so they had better get quiet. When students don't get quiet, Teacher says that she has heard this class be quieter than this and so she knows they can do it. She waits about 10 seconds at the front of the room until the noise has subsided a little. She tells the class they have to stay in 10 seconds after class. She adds that today's lesson will be enjoyable if they will settle down.	Teacher does not enforce rule for being in class on time. Teacher creates a monitoring problem by having class members working on different things. This threat is unreasonable. She announces that the class has earned a penalty. This is acceptable only if the teacher follows through.
Teacher then begins to review what has happened in the book Dr. Jekyll and Mr. Hyde up to this point. Janey gets up to go to the pencil sharpener. Teacher says that she doesn't need a pencil. Janey protests that she is finishing her spelling. Teacher tells Janey that the next time she should follow the rule and sharpen her pencil before the bell.	Teacher is not aware of who is working on spelling. Teacher allows Janey to get away with breaking an established rule.
Teacher continues with her review, occasionally calling on one or two students at random to answer questions. She notices Donna talking to her neighbor and says, "Donna, if I hear another word out of you, you're going to the office." Teacher asks a few more questions calling on students with their hands raised, but also allowing call-outs.	This threat is too extreme. Teacher calls on some students with their hands raised, but also allows call-outs.
When the call-outs get too loud, Teacher says, "You are disturbing me. I can't think when I am babysitting. You all are too old for this." At this point, Teacher begins to read from the book, beginning where they had left off on page 253. She sees Donna asking her neighbor a	The teacher should have stopped inappropriate call outs when they started. She finally gets annoyed and badgers the students.

Description	Comments
question, goes over to desk, and writes out a referral slip for Donna. Teacher tells Donna she will send her to the office the next time she sees her talking. Teacher again begins to read, hears some whispering and stops. She notices Barry with his feet in the chair in front of him and tells him to sit up straight. He gets up and moves to a chair at the back of the room. Teacher tells him to read where she has left off.	Again, Teacher threatens Donna but does not follow through.
Barry begins to read. Johnny and Allen start to snicker. Teacher ignores this. The snickering starts to spread as Barry reads. When teacher notices Donna is snickering also, she tells her to go to the office. Donna shrugs, gets up, and leaves the room, not at all contrite. Teacher turns to the class and says, "Let that be a lesson to you all." Roger goes up to the teacher, and the teacher says, "Don't ask questions about spelling now." He returns to his seat after picking up a book from the front shelves. Once at his seat he wads up the paper and tosses it under his desk. Teacher calls on other students to have them read. After about five minutes, Donna returns to the room to get a referral slip which the teacher had forgotten to give to her when she left. Donna leaves again and the students start to snicker again. Teacher tells the students they are really being bad today and warns that they will not get through with the reading if they do not settle down.	Teacher appears arbitrary and inconsistent. She allows a number of students to snicker at Barry but punishes Donna. Class is interrupted because Teacher in her haste to get rid of Donna forgot to give her the referral slip. These students received only a warning for the same behavior for which Donna was sent to the office.
Teacher is very complimentary of most students after they have read. However, by accident she sometimes calls on students who say they are working on spelling. About one-third of the class is still working on spelling exercises.	Teacher is not monitoring and does not know who is working on spelling still and who is goofing off.

CASE STUDY H (cont'd)

Description	Comments
About a minute before the bell rings, the Teacher tells the students to pass in the books. (They finished reading through page 260.) Quite a few students get up and take their books to the shelves rather than passing them to the front. Teacher reminds the students that they are to meet in the auditorium tomorrow to see the movie Dr. Jekyll and Mr. Hyde. When the bell rings she smiles at the class and says, "Have a nice day." Students get up and rush out.	Teacher does not follow through on the penalties she threatened students with earlier in the period. She is going to allow the students to see the movie even though they did not read as much as she told them they had to. Neither did she keep them 10 seconds after the bell as she said she would.

CHAPTER 7

Instructional Clarity

Researchers have identified clarity as an important part of effective teaching and classroom management. Clear instruction of academic content helps students succeed and learn, and minimizes confusion and discouragement. When students receive clear directions, they know what to do and they will be better able to follow procedures accurately and promptly.

Of course, just wishing to be clear and precise won't make it happen; the skill must be acquired and practiced. Furthermore, you need to be able to recognize whether you are being clear or confusing. Too many times teachers give explanations that they find perfectly clear, but which leave their students befuddled.

Illustrations of Clarity

There are many ways in which one can fail to communicate clearly. Some common examples, as well as clearer ways of presenting the information, are included in the table which follows.

Poor Clarity	Being Clear
Not telling students what they are expected to learn, or the purposes of the activity.	Stating lesson goals; listing major objectives on the board.
Using verbal mazes, that is, starting a sentence and stopping to start again, pausing and repeating words to buy time, halting in mid-sentence.	Using complete sentences in a straight-forward way, focusing on the expression of one thought, point, direction, etc.
Presenting information or directions out of sequence; starting and stopping in the middle of a lesson.	Presenting information in the appropriate sequence; emphasizing important points. Working from an outline with complex content and providing it to the students visually (e.g., on a transparency or board) as well as orally.

Poor Clarity	Being Clear
Moving from a major topic or skill to another without signalling the change.	Beginning and ending activities clearly; preparing students for transitions by giving them warning; telling students what to expect and why the activity has changed.
Giving directions or procedures for an activity too quickly.	Giving step-by-step directions, making sure that everyone is following them.
Inserting extraneous information into the lesson. Interrupting the lesson's flow with irrelevant comments or questions.	Sticking to the topic; making certain that the main concept is understood before adding complexity.
Presenting concepts without ample concrete examples; teaching skills without sufficient demonstration and practice time.	Having many, varied examples; planning adequate demonstrations and practice time.
Introducing complexity before the students are ready for it.	Teaching basic skills to an overlearned (highly developed) level before presenting refinements.
Using phrasing and vocabulary that is overly complex for the age/grade level.	Using words that the students understand; repeating and restating major points and key ideas; checking frequently to see that students are with you.
Over-using negative adjectives and adverbs, such as "not all rocks," "not many countries," "not very happy."	Being specific and direct: "the igneous rocks," "one-fourth of the countries," "upset," or "annoyed."
Using ambiguous phrases and pronouns with vague or unidentifiable referents: these; them; things; etc.; and so forth; maybe; more or less; this thing; all of this; and so on; you know.	Referring to the concrete object whenever possible; using the noun along with the pronoun: these bacteria; this sum; those problems; all of the spelling words on page 20.
Being vague and approximate about amount -- a bunch, a few, a couple, some; likelihood -- may, might, chances are, could be, probably, sometimes; nature -- aspects, sorts, kinds.	Being as precise as possible. Specific information is more interesting and easier to remember than vague facts.

As you can tell from the examples in the preceding table, there are many ways to run aground when attempting clear sailing through instruction. The problems in the examples, and their solutions, have several major themes. First, the teacher must have a very clear idea of what is to be taught and how. Therefore, planning is essential. Second, the teacher must communicate the information so that students understand it. Thus, the teacher's awareness of the students' comprehension is critical. Third, the precision and clarity of the teacher's oral expression are important; sloppy speech habits lead to vagueness and confusion.

Communicating Clearly

Many things can be done to lend clarity to instruction. Several suggestions are listed below. You are very likely using some of them already. However, all of the suggestions merit serious consideration and a try-out. Clarity is a key teaching skill and one which rarely reaches perfection!

1. Try to anticipate the problems and difficulties students are likely to have when you introduce new concepts or skills. Be especially alert when you are teaching content for the first time or if you are new to the age/grade level.
   a. Read carefully the teacher's manuals and curriculum guides provided by the district. These resources often discuss common student difficulties, as well as provide useful teaching ideas.
   b. Do the students' assignments yourself. Actually work the problems, complete the worksheets, etc. Doing this will give you a better idea of the task facing the students.
   c. When planning lessons identify terms that may be new to your students. Plan to define them early in the lesson.
   d. Ask experienced teachers about common student problems and how to deal with them.
2. Organize your instruction into a coherent sequence, keeping in mind the capabilities and prior learning of your students.
   a. Your teacher's manuals and curriculum guides will also be very useful in planning your instructional sequences for each lesson.

Pay attention to the suggestions for introducing the activity, and for suggested steps to completing it.

b. If the activity involves complex content or procedures that are unfamiliar to you or your students, prepare an outline to use to guide your instruction.

c. While you are planning a lesson, make notes of illustrations and examples to use during the presentation. This way you are more likely to present examples that are accurate and interesting.

3. Try to present your instruction as you have organized it. Avoid interruptions, irrelevancies, and digressions.

a. Avoid unnecessary interruptions during instruction. Although some interruptions are unavoidable, efficient classroom procedures and thorough lesson preparation can maximize your time for uninterrupted instruction.

b. During instruction limit yourself to clearly and directly relevant comments. Oblique or partial relationships meaningful to you may confuse most of your students.

c. Except for necessary review and reteaching, stick with the sequences in your lesson plans, making relationships between parts of your presentation very clear.

d. Keep illustrations and examples short, to the point, concrete, and relevant to the backgrounds of your students.

4. As you talk to the class, be aware of whether your students are comprehending your instruction. Don't wait for a unit test or an end-of-chapter assessment to find out that the class was fogged over for the last week!

a. Ask students to repeat directions for procedures or main points of instruction. You'll be amazed (and sometimes chagrined!) at what you hear. But this is an excellent way to check on student comprehension and to find out what needs reteaching or re-explanation.

b. When you are teaching a skill to a small group or to the whole class, look for examples of the correct performance throughout the lesson from all the students.

c. Check student work and assignments daily. Even if you have

students check each other's work, you should collect it and look it over for errors or misunderstandings.

d. When you are teaching content that requires knowledge or comprehension, as opposed to some readily observable skills, plan questions for the class on key topics or points, in order to check comprehension during the lesson. It is a good idea to have <u>everybody</u> answer these questions (i.e., have them write the answers on their own sheet of paper). Have students immediately check their own work and ask for a show of hands to see how well the class did. Or, circulate quickly and look at student work. You'll soon determine how well the lesson is going!

5. Practice good oral communication skills.

a. Use vocabulary you are sure the students understand.

b. Make a habit of writing words and their definitions on the board any time you use a term which may be new to some of your students.

c. Watch out for those nasty negatives, ambiguous phrases, vague referents, and uncertain quantities. Use clear, precise language. Unfortunately, this aspect of speech is one for which self-awareness is difficult to attain, because we all hear and practice imprecise language every day. What you'd like to avoid is any possible interference with your teaching.

Summary Guidelines for Instructional Clarity

7.1 Plan lessons thoroughly, organizing instruction into coherent sequences and anticipating difficulties students might have.

7.2 Check frequently on student comprehension as you present instruction.

7.3 Practice using precise, clear language.

Activities for Chapter 7

* Activity 1 Read Case Studies I and J. They illustrate, respectively, unclear and clear instruction.

* Activity 2 Tape record a lesson and play it back, listening for elements of clarity or vagueness described in this chapter.

CASE STUDY I

Poor Clarity

Description	Comments
After the bell rings, Teacher I has the students read and try to work a warmup problem written on the front chalkboard. She tells the students, "It's challenging." After she takes the roll, she asks for a volunteer to give the answer to the warmup problem. She calls on Mary who replies, "32." Teacher says, "No, that's not right." Another student makes a comment about the poor condition of the chalkboard, and the teacher comments that she has talked with the chalkboard company, which promised to put in a new chalkboard. Teacher says that students will have to come and visit her next year and see the new chalkboard. Teacher then goes to the chalkboard and explains how to do the warmup problem.	Teacher I does not check for understanding, nor for where the students may be confused. Answers are merely given to the students. Teacher gets sidetracked about the chalkboard, and rather than telling the student they can talk about it later, she interrupts what she is doing to address the irrelevant comment.
Teacher I then tells the students that the goal for the class today is for all students to feel comfortable with percent. She says that her fourth period class did "okay with percent," but that this class is much smarter and should do better.	The stated goal is not specific enough. Students who think they are already comfortable with percent may cease listening at this point.
Teacher tells the students to take out their homework from yesterday so that they can check it together. Teacher calls on students who raise their hands to give answers, and ends up calling on only about five different students. After telling students how many to take off for each one, she has them pass in the papers.	Again, Teacher is not carefully monitoring student understanding.
Teacher I tells the class that when she is doing a problem with percent, it's easier to change the number to a decimal or a fraction first. "Then you can do anything with a percent except just look at it." Teacher writes 15% on the chalkboard and tells the students to convert it to a decimal. She calls on a student at random to call out what answer he got. Teacher says, "Right," and tells the students to convert 7% to a decimal. She calls on Doreen, who gives the answer .7. Teacher says no, it should be .07. Doreen tries to defend her answer, and teacher says, "We aren't trying to pick on you, Doreen."	The introduction is very vague. Teacher should specify what it is that is done with percent, e.g., multiply, divide. In addition, some review of the steps to be used in converting percent to decimals or fractions would have been appropriate before having the students work some examples. Much confusion could have been avoided.

Description	Comments
Teacher has the students convert 25%, 10%, 75%, and 3% to decimals. She gives the students about 3 minutes to do this and then calls out the answers.	Again, Teacher is failing to monitor student understanding.
Teacher I says that another kind of problem she wants the students to be able to do is conversion of fractions to percent. She puts 10/40 on the chalkboard and calls on Karen to convert this to a percent. Karen works about 30 seconds on a piece of scratch paper and then tells the teacher the answer is 25%. Teacher I asks her how she got the answer. Karen says she changed 10/40 to 1/4, then multiplied by 25/25, got 25/100, and that .25 and thus, 25%. Teacher says that the students can also work this problem by dividing the numerator by the denominator. She works it out on the chalkboard and gets the same answer. Teacher then asks the students to work the problem 10/30 = __%. She warns the students that it will be easier if they divide to get the decimal since it won't come out even. After about a minute, she calls on Joey who has his hand up. He gives the correct answer, 33 1/3%. Teacher asks the class if everyone understands. No one says anything so the teacher puts up another problem: __/40 = 25%. She asks the class what the answer is and several students call out, "10." Teacher says, "You KNOW the answer. How did you get it?" Steven tells the teacher the steps he used and teacher works the problem out on the chalkboard, multiplying 40 times both sides of the equation after 25% is changed to .25.	Teacher does not acknowledge the method Karen used to get the right answer, but goes right into an explanation of her preferred method of doing the problem. While the teacher does work a problem out for the students, she fails to discuss what should be done with a fraction. Teacher makes no attempt to determine how Joey got the right answer, nor does she review the steps he might have used. Because there are no questions, she assumes that everyone understands. With this assumption, the teacher goes on with a more complex skill, with no explanation. She picks an example which has already been used and which the students can therefore answer. She does, however, make sure that at least one student understands how to do the problem. A better procedure would have been to have all the students work the problem and to check their work.
Freddy asks the teacher what the assignment is. Teacher tells him that the assignment is on the sideboard. Several students take out their books and begin to work on the assignment.	Teacher answers this question, drawing the students' attention from the lesson and losing some focus on the presentation.

Description	Comments
Teacher makes up another problem. She says, "There are 65 kids in the math club, and 40 went on a field trip. What percentage went on the field trip?" As students raise their hands, the teacher calls on them. There are three incorrect answers before Barry points out to the teacher that the decimal doesn't come out even. Teacher says, "Oh, you should change it to a fraction." Barry says, "It is a fraction -- 40/65." Teacher works the problem on the chalkboard, giving the answer 61 7/15%. Teacher says she's sorry she's picked such a hard one to work out.	Teacher makes up a problem on the spot. This causes problems because she has never sufficiently explained what to do when the decimal doesn't come out even. When she discovers the confusion, she does not make it any better by explaining in more detail. Instead, she just works the problem and tells the students what the answer is.
Teacher asks the class if there are any questions. One student raises her hand and teacher tells her she will come help her in just a minute. When there are no more raised hands, teacher tells the students to work the problems listed on the side chalkboard and hand them in tomorrow.	Instead of finding out what the students' question is, the teacher tells the student she will talk with her alone. It is possible that the girl's question might have been the same as some other students who were too shy to ask.

CASE STUDY J

Clear Instruction

After picking up students' warmup exercise papers, the teacher walks to the front of the class (a lower ability seventh-grade math class) and tells students that they will need two sheets of paper and a pencil. One sheet is to be used for notes and the other for working exercises. While the class is getting out paper and pencil and putting other things away, the teacher monitors.

When students are ready, the teacher begins by introducing the concept of inequality, contrasting it with equality, a concept the class has already mastered. He asks the students how an equality is expressed, and a student answers correctly, "You use an equation, with an equals sign." The teacher replies, "Good." He points out that an inequality is also a relationship that can exist between numbers or groups of numbers and that it is the opposite of an equality -- a relationship of inequality exists whenever equality does not exist. At this point, he turns on the overhead projector with the definition of inequality on it. He tells students to title their notes "Inequality" and copy the definition. He waits, then writes an equation, "3 + 4 = 7", and asks the class if that is an equality or an inequality. They reply in unison correctly. He then points out the equality is destroyed when "1" is added to the right-hand side. The relationship becomes an inequality, and, like an equality, the relationship must be expressed by means of a particular sign. He writes the signs, > and < on the overhead, labeling each, and directs students to write them in their notes. Then he writes, "3 + 4 < 7 + 1". He calls on Donald to read the statement and tell whether it is true. Donald does. The teacher praises him, then explains to the class how Donald got the answer. The teacher monitors to be sure that all students are listening carefully. He then points out that the equality, "3 + 4 = 7", can also be destroyed by adding "1" to the left-hand side of the equation but that this relationship of inequality was different from the preceding one. He writes, "3 + 4 + 1 > 7", and explains. He asks for questions. When there are none, he tells students to write the two inequalities he has written on the overhead in their notes. Then he uncovers a short exercise on the transparency and asks the students to fill in the blanks with the correct inequality sign. The teacher reminds the students that they will have to add the numbers on each side of the equation to determine which sign to use. While students work, the teacher circulates and checks on their work. One student makes an addition mistake, and the teacher helps him.

After a few minutes when the students are through, the teacher goes over the exercise with them. After ensuring that the students understand the lesson so far, the teacher goes on to the next part of the lesson. He says, "If you think about it, you'll see that there is really only one relationship of inequalilty, though it can be looked at in two different ways." He points out that to say that a relationship of inequality exists between two numbers is to say that if the first number is greater than the second number, then that is the same thing as saying that the

second number is less than the first number. He writes "5 < 7" and "7 > 5" and explains how both mean the same thing and refer to the same "fact" of inequality. The first expression describes it from the standpoint of the smaller number, while the second describes it from the standpoint of the larger number. A student asks, "Why can't '5 < 7' be used to mean that seven is larger than 5?" The teacher replies, "It is a rule in mathematics that expressions be read only one way, from left to right. That's why we need two different signs to express inequalities." He asks if there are any other questions; when there are none, he uncovers a short exercise requiring transformation of "less-than" expressions to "greater-than" expressions and vice versa. These problems include operations other than adding. He works the first two problems orally with the class. Then, while students work at their desks, he circulates, checking on their progress and helping them when necessary.

After a few minutes, when the students are finished, the teacher goes over the problems. Seeing that the class understands the lesson well so far, he goes on to explain how relationships of inequality, like relationships of equality, are preserved when identical operations are performed on each side of the sign. He works some examples on the overhead projector. He then explains how inequalities can be solved for unknown expressions, finding sets of possible numbers that would make the inequality true. During his explanation he works several examples on the overhead projector. After answering students' questions, he puts some problems up and calls on students to work some of them aloud. When all students appear to understand, he allows them to begin work on their homework assignment, while he monitors, circulating to see that all are able to do the work.

CHAPTER 8

Organizing Instruction

Effective teaching requires the careful planning of lessons and the management of instruction. Planning involves deciding what activities will occupy each segment of the period, as well as selecting content and assignments to help students learn. A major consideration in choosing activities will be the degree to which they facilitate student involvement.

Some features of instructional management already have been described in Chapter 7, Instructional Clarity. In the present chapter two additional aspects of instructional management, pacing and transitions, will be presented. Pacing is the rate of movement through a lesson, or the time allotted to various activities. Transitions are periods of time between activities. Both pacing and transitions influence student involvement and the teacher's ability to conduct instruction.

Our intention in this chapter is to supplement what you already have learned about the topics of planning and conducting instruction in your teaching methods courses, student teaching, and prior teaching. Some aspects of planning instruction are dependent upon the specific content being taught. These aspects will not be treated here. We will describe those strategies for organizing instruction which, generalized to different content specialties, we have observed effective classroom managers use.

Planning Classroom Activities

As you plan classroom activities, you must have in mind the overall structure and scope of the semester or year-long course content. You need to know what knowledge and skills students are expected to acquire, and what units, topics, or content areas are included in the course. You can infer these things from an examination of the textbooks and other materials students will use. You may also find explicit descriptions of

scope and structure in the accompanying teacher's editions of the students' texts and in curriculum guides provided by your school district. If you are teaching courses with no student textbook, then you will need to rely on course descriptions and curriculum guides. Be certain to note the approximate amounts of time (e.g., number of weeks; proportion of total instructional time) that should be allotted to each topic or major unit.

Once you have the overall structure in mind, you can turn your attention to the planning of daily activities. In chapter 5, a description of activities for the first several days of the school year was presented. We will now add to that previous discussion, extending it to the planning of daily activities.

A common pattern in a junior high school class period consists of the following sequence:

1. The Opening
2. Checking or Recitation
3. Content Development
4. Seatwork
5. The Closing

Each of these activities is described below in detail.

1. The Opening. The beginning of class is signaled by a tardy bell. You must check for absences, record them in some form, handle previously absent students, and perform other administrative functions. Some teachers have a "warm-up" assignment or activity which students complete at their seats during the first minutes of class. If you decide to use an academic warm-up activity, be sure that it is checked and used as part of your grading system. Other teachers require students to quietly ready their materials for class while administrative functions are performed. A typical "getting ready" routine might include: students get out paper or notebook, pen or pencil, fill out the proper heading, copy the day's assignment onto their paper or onto a special notebook assignment sheet, and, when finished, remain seated and quiet until the next activity begins. The important thing is to develop an efficient opening routine and stick with it so that students learn how to begin your class, and

so that you complete your administrative tasks as efficiently and quickly as possible.

2. Checking the previous day's assignment. In many subjects, students are required to complete a daily assignment either in class or for homework. It is common for the teacher to ask students to exchange and check papers. A routine is needed to handle the checking efficiently; that is, to expedite the paper exchange, to mark correct and incorrect responses, and to assign and record grades or points. Of course, you can't let students check work which requires interpretative skills they don't all possess (e.g., judging writing samples for content). And you must monitor the checking to prevent copying or other forms of cheating, and to verify accuracy. Another form of checking is the recitation. When the previous day's assignment was not a written one -- for example, a reading assignment or a list of vocabulary or spelling words to memorize -- the teacher may check student performance by conducting an oral question and answer activity. Or the teacher may conduct an oral quiz over the main points of the previous day's instruction. Using regular checking routines or oral recitations is useful because it provides prompt feedback to students, and it enables you to discover and correct common student errors before proceeding with further instruction. Such routines also contribute to keeping students responsible for daily work.

3. Content Development. During this activity the teacher presents new content or skills to be learned. Effective teachers often start with a quick review of previously learned material. A variety of approaches or methods are used during content development, including lecture, demonstration, question/answer sequences, discussion, drill, and all combinations of these methods. It is crucial for you to plan these activities to include frequent assessments of whether students understand the content or skill being taught. You can assess student understanding by asking questions and obtaining responses from individuals or the class as a whole. You can also require written responses to your questions or problems during the presentation -- which you can then easily check for accuracy. And you can ask students to rehearse, demonstrate, or practice whatever skill you are teaching.

There are two very important reasons for obtaining frequent assessment of student understanding. First, they increase your ability to help students learn what you are trying to teach them. Second, because the assessments require a student response, student involvement in the activity is greater.

4. Student Seatwork or Other Student Activities. Usually, the next activity following content development is a student assignment. In math, students may be assigned problems; in English, a series of exercises. In social studies, there may be chapter questions to answer or workbook exercises to complete. In science, textbook or workbook questions or problems may be assigned or work on a project may be started. The purpose of the seatwork activity is to provide practice, extension, and application of the skills and content developed in the preceding instruction.

When we observe effective classroom managers, we note that their seatwork activities do not consume the major portion of instructional time in their classes. They usually spend more time on content development, although they do provide for some seatwork activities. We think that there is an important principle here. Student learning at the junior high level is best facilitated by the active direction of the teacher -- this occurs in content development activities which include assessment of student learning and feedback to students. Seatwork assignments should be used for practice, review, extension, and overlearning, but not usually for new learning (except possibly for highly motivated, independent learners). Thus, when you plan your activities, be careful that large amounts of seatwork do not become the dominant feature of your instruction.

During seatwork, plan for students who may complete assignments early, before the end of the period. Challenge these more able students with extra credit work! Plan your assignments to include extra questions, problems, exercises, etc. To provide an incentive for extra effort, you can allow the extra credit work to add points to their homework grades; or you can make the additional work required for a grade of "A" on the homework assignment.

5. The Closing. Shortly before the end-of-period bell, you should initiate your closing routine. The purpose of this activity is to

ready the room for the next class and to end the period in an orderly way. A common routine is to have students pick up any debris, return room-use materials to the proper storage areas, collect all their belongings, and wait quietly for the bell. Many teachers use these "waiting" moments to remind students of upcoming events or to lead an informal discussion. When the bell rings, the teacher signals the class's dismissal. Students who head for the door before the teacher's signal should be required to wait for everyone else to leave.

Variations in the Activity Sequence

While the preceding sequence of activities is very common, it definitely is not the only one. Checking will be omitted when there is no assignment to grade, or when the teacher must do the checking. If a test is planned, it will be inserted into the sequence, or substituted for one of the other content activities. A special activity, such as a movie or a field trip may be planned. In some subject areas, students may work on long-term projects, so that most of the period is consumed by seatwork/project activity, with substantial teacher monitoring, feedback, or assistance to individual students or groups of students.

A common variation in the activity sequence is the following one:

1. Opening
2. 1st Content Development
3. 1st Seatwork Assignment
4. 2nd Content Development
5. 2nd Seatwork Assignment
6. Closing

Checking or recitation may be used as appropriate and frequently will follow the first seatwork assignment. The above sequence differs from the one discussed earlier only in that it contains an extra cycle of content development-seatwork assignment activities. The sequence is commonly used when the teacher has two different types of content to teach in a single period. For example, in an English class, one set of activities may focus on spelling, and the other set on a writing assignment. In a science class, the first set may focus on learning a new

concept; the second set on observing a demonstration and answering questions about it.

A second use of the sequence occurs when the content to be taught is complex. Content is often easier to teach (and for students to learn) when it is separated into smaller amounts and shorter sequences.

A distinct feature of this pattern of instruction is that it breaks up the period into smaller "chunks" of time per activity. The advantage of doing so is that it is easier to maintain student attention or involvement in several short time segments than in one long activity. If you find your students' attention or participation waning well before the end of your presentations or other content development activities, you should consider using more than one content development-student assignment cycle per period.

A major consideration when planning this sequence is to leave suitable amounts of time for each activity. Otherwise, you will run short of time during the second cycle of content development-seatwork assignment.

A third use for this sequence will be decribed in the next chapter, in the section on teaching low ability classes.

Summary Guidelines for Planning Daily Activities

8.1 Become familiar with the structure and scope of your courses by examining student texts, teacher's editions, and curriculum guides.

8.2 Plan routines and procedures for <u>opening</u>, <u>checking</u>, and <u>closing</u> activities.

8.3 During <u>content development</u> activities, obtain frequent assessments of student understanding by oral questions and answers, by having all students respond to questions either in oral or written form, or by having students demonstrate or practice skills. In other words, obtain work samples from students frequently during content development.

8.4 Allow practice through seatwork assignments, but do not plan seatwork assignment activities for the major part of the period. Allo-

cate more class time to content development than to seatwork assignments.

8.5 Plan an additional content development-seatwork assignment cycle of activities when you teach complex content or a second type of content during the same period. Allocate sufficient time for each activity.

Conducting Classroom Activities

Some aspects of conducting instruction have already been treated in Chapter 6, Maintaining Your Management System. These aspects include monitoring, handling inappropriate behavior promptly, and using rules and procedures consistently. We will not review these but note that they are as applicable to the conduct of classroom activities as they are to your management routines and procedures. In addition, the suggestions in Chapter 7, Instructional Clarity, are directly pertinent to instructional planning and management.

Two additional concepts will be introduced at this time because they are useful to keep in mind when you are teaching. These concepts are transitions and pacing.

Transitions. Between any two activities (e.g., checking and content development; content development and seatwork) is a period of time. This period of time is a transition; that is, it is the time during which you and your class move from one activity to another. It may be as short as a few seconds or it may take as long as several minutes. Depending on the number of activities during a period, there may be as few as three or four transitions, or as many as eight or ten. Your goal should be to make the transitions between activities as brief and smooth as possible.

There are two important reasons to strive for efficient transitions. First, they save time for instruction. If a period contains five transitions and each one takes 3 minutes, there are 15 fewer minutes for instruction. However, if those transitions averaged only 30 seconds, very little instructional time would be sacrificed. The second reason that efficient transitions are desirable is to avoid disruptive or inappropriate behavior. When a transition is long, many students may be

waiting for the next activity with nothing to do. Some of them may begin to talk, play around, or otherwise amuse themselves and one another. Getting them settled down and involved in the next activity becomes more difficult.

There are three main causes of inefficient transitions. First, the teacher may not be ready for the next activity. If the teacher has to hunt through his/her desk for handout materials for a content development activity, or has not yet figured out the assignment to give for seatwork, then the teacher is the cause of the transition delay. The solution to the problem is obvious: Be ready.

A second cause of slow transitions is a lack of efficient routines. A common problem occurs in the transition to checking. If the teacher has to instruct students how to pass, mark, score, and return their papers daily, probably more time will be spent in the transition than in the actual checking. Similar comments can be made about opening and closing routines, and beginning seatwork activities. The way to avoid the problem is to develop these routines, teach them to your students, and stick with them. Modify them rarely and then only to make them more efficient.

A third cause of inefficient transitions is a lack of cooperation from some students who take longer to get ready for activities. If they are not holding others up or being disruptive, the teacher can often speed up these students just by going ahead and starting the next activity. Try not to let a few dawdlers hold up the whole class. You may, however, need to monitor habitual slowpokes constantly during transitions and try to hurry them along. Another type of uncooperativeness that can slow down transitions is disruption. Sometimes a student will use a transition as an opportunity to talk with other students or to clown around. In this case, careful monitoring by the teacher and stopping the behavior quickly are best.

The following table describes common transition points in a junior high class period. Some problems frequently encountered in transitions are illustrated, and suggestions for improving efficiency are provided.

SOME PROBLEMS FREQUENTLY OCCURRING IN TRANSITIONS

Transition Point	Description	Comments/Suggestions
1. Beginning the period	After the bell rings, the teacher stays in the hall talking to a tardy student. Other students talk and play around in the class. When the teacher enters the room, it takes a minute to settle the class.	A Beginning Routine is needed. The teacher should be in the room when the bell rings.
2. From roll check to checking the previous day's assignment	The teacher tells students to get out their assignment sheet and exchange papers in the usual way. While papers are being exchanged, the teacher has to look for the assignment book. Several students keep their own papers. Three students get up to sharpen pencils, delaying the start of checking by a minute. When the teacher begins calling out answers, several students call out that they don't have any paper to check, and another 30 seconds elapse before checking begins.	Although the teacher apparently has a routine for exchanging papers, s/he fails to monitor the process. Also, students are allowed to delay the start of the activity. The teacher should be ready when the transition begins and watch to see that it is carried out appropriately. Students should not be allowed to interrupt the transition, and the teacher should begin the next activity promptly. Students who are slow to respond should be prompted to hurry, or the next activity may be started without them.
3. From checking to content development	After the papers have been returned and discussed, the teacher calls for them to be turned in. S/he tells students to get ready for the day's lesson on page 78 of the text. Several students call out, asking, "What page?"	If the page number for the day's lesson were written on the board, then students would not have to have it repeated. The teacher needs a procedure (e.g., students can write a note on the top of the paper) to handle student concerns about assignments.

SOME PROBLEMS FREQUENTLY OCCURRING IN TRANSITIONS (cont'd)

Transition Point	Description	Comments/Suggestions
3. From checking to content development (cont'd)	Two students come up to show something on their papers to the teacher. Many students begin to talk. Three minutes elapse before the next activity begins.	Students should not be allowed to "come up" to the teacher's desk during transitions because this causes delays and keeps the teacher from watching the class. Student talking during a transition is hard to prevent when the transition is long and the teacher's attention is distracted. The talking makes it difficult to gain the students' attention for the next activity.
4. From content development to seatwork	At the end of a presentation, the teacher announces, "For your assignment, answer the questions at the bottom of page 80. You must write complete sentences. Get started now." The teacher then returns to his/her desk. About one-third of the class gets out paper to begin. The remainder talk, rest, or leave their seats to visit or to go to the teacher's desk. Several questions are asked about the length of answers to questions and when the assignment is due. Five minutes, only half of the class has begun to work.	It is important that students start assignments without delay. In the example, the teacher does not monitor carefully and so s/he does not realize how few students have actually begun. If the assignment were written on the board, instead of only given orally, fewer students would be delayed, and less talk would occur. The teacher should begin the seatwork as a whole class activity in order to get everyone on task. S/he could have all the students get out their paper and put on the correct heading. Going over one or more of the questions with the whole class would also allow for clarification of directions. Once everyone has begun, the teacher should circulate among them to encourage a good start and to prevent work avoidance or other delayed starts.

Pacing. This refers both to the amounts of time allotted to your activities and, within an activity, to the time allotted to the separate aspects of the activity. Needless to say, once you begin a period, you will need to be conscious of the time. Your goal will be to reserve as much time for instruction as you can and to carry out the opening, checking, and closing activites and the transitions as efficiently as possible.

A major concern with pacing occurs during the Content Development activities, when lessons are paced too quickly, too slowly, or unevenly. We do not presume that it is possible to design a content development activity that is paced perfectly for everyone. A presentation which proceeds at just the right pace for the most able students in a class will be too fast for the least able students. A lesson whose pace is perfect for the slowest students in class will undoubtedly be much too slow for the most able students.

It is possible, however, to design lessons which are reasonably well paced for almost all students in an average class -- one that is not unusually heterogeneous in ability or prior achievement. (We will make some suggestions about highly heterogeneous classes in the next chapter.) Appropriate pacing will occur if the following steps are implemented:

1. The content to be taught is chosen from the grade level text or curriculum guide, and these materials have been used in sequence, i.e., the teacher has not skipped around in them.
2. The content has been carefully studied by the teacher, so that s/he can plan a review of necessary prior content in class and teach vocabulary unfamiliar to the students as part of the lesson.
3. The teacher obtains frequent work samples from the students during content development and adjusts the pace of the lesson according to the feedback in those work samples (answers to questions, written responses, student practice or demonstration). If the feedback shows large numbers of students unable to make the correct responses, the teacher needs to slow the pace and provide more examples, opportunity for questions, student comments, etc. However, if most students are performing satisfactorily, then the teacher can move at a quicker pace and not dwell on concepts, skills, topics, etc., already reasonably well understood by most students.

Occasionally, one or two students will continue to insist that they don't understand something. Rather than hold up the entire class while you conduct a tutorial for them, tell them that you will give them extra help during seatwork.

Uneven pacing -- spending too much time on one aspect of a lesson and hurrying through the rest -- can be cured only by careful planning and by keeping track of the amount of time needed to deal appropriately with each lesson component. If you continually find yourself running out of time, try outlining the major elements of your content development activity and then allocating approximate times to each.

Summary Guidelines for Conducting Classroom Activities

8.6 Develop efficient transitions between activities by being ready for your activities, developing efficient routines, and monitoring student behavior during transitions.

8.7 Pace your lessons so that most students can learn the content at least reasonably well. Avoid too quick, too slow, or uneven pacing.

Activity for Chapter 8

* Re-read the case studies that accompany chapters 5, 6, and 7. Focus on transitions, pacing of instruction, and activity sequences.

CHAPTER 9

Adjusting Instruction for Special Groups

Two special instructional groupings are frequently encountered in junior high schools: low ability classes and highly heterogeneous classes. Both present unique problems for teaching. In this chapter we will discuss the characteristics that are most salient to classroom management, and we will recommend some modifications in classroom procedures and activities. The guidelines presented in the preceding eight chapters are still appropriate, but the additional suggestions in this chapter will be helpful if you find that you have one or more such classes.

Lower Ability Groups

In many junior high schools, students are assigned to classes in such a way as to reduce the range of entering achievement or academic ability within them. This procedure is called homogeneous grouping or tracking. The reason for this practice is that many educators believe that teaching and learning are more efficient when the range of ability in a class is not too great. The practice results in multiple sections of the same course, the sections being designated "high," "average," and "low," or with some other synonymous terms. (Because a stigma is attached to being in a "low" class, such a designation is often not publicly made. Students usually are aware of it, however.) In this section of the chapter, we will present some guidelines for organizing instruction in lower achieving classes.

Characteristics of "low" classes. No universally accepted standards can be set for distinguishing a "low" class from an "average" or a "low-average" class. For our purposes, we will think in terms of performance on standardized tests of achievement in your subject area. Students placed in "low" classes often have scores which indicate they are two or more grade levels below the average student in this grade.

Grades in the subject will usually have been low in the past, and the student may have failed the subject in a previous year.

Students in "low" classes bring with them more than their share of problems, some resulting from their lower achievement and some contributing to lower achievement. For example, absence and tardiness are often higher in such classes. The completion rate for assignments, particularly those assigned as homework, is likely to be lower than in "average" classes. Frequent failure in school in the past has caused some of these students to become very discouraged; they may react by giving up easily or by fighting back. Teachers encounter these reactions in the extremes of apathy and belligerence. Some of these students will be very poor readers, which will cause them problems in all subject areas. Others will have poor memory abilities. Maintaining attention for long periods of time is often difficult, particularly when encountering a demanding or frustrating task.

Although the preceding paragraphs depict problems in "low" classes, it is possible to teach such classes with good results. That is, the students can make progress in the subject and complete the course with a positive attitude toward it and the teacher. Furthermore, it is possible to manage these classes in such a way as to obtain good levels of student involvement during class activities, with little student disruptive behavior. One reason you can achieve positive results with a "low" class is that the problems described in the preceding paragraph are not universally possessed by all the students. Most of the students will do their work if they have a reasonable chance of success, will pay attention, will not be disruptive, and will cooperate with you. They are capable of learning and often very much want to do so. Obtaining good results with a "low" class is not an easy job, however. It requires extra effort expended both in managing behavior and in organizing instruction. The next section will describe how to use that effort to the greatest benefit.

Establishing and Maintaining Your Management System

Rules and procedures need to be planned and explained in lower ability classes, just as in your other classes. With the exception of procedures needed for activities unique to the class, rules and procedures can be the same for all your classes. You can always add or modify a rule to handle some situation or behavior specific to a particular class.

You should give some extra attention to explaining and reviewing the rules and procedures. There may be more absences, shorter attention spans, and less ability to remember in a "low" class. Consequently, repetition, demonstration, and frequent reminders will be needed. If you want to find out whether students really understand rules and procedures, give them a "fun" quiz covering them at the end of the first week.

An absolutely essential ingredient to management in a "low" class is monitoring. We have already stressed its need, but it bears repeating. You must be aware of what is occurring in your room. Keep your eyes on the students and scan the room frequently. If you see inappropriate behavior, deal with it. When you handle inappropriate behavior promptly, you usually can use simple, relatively unobtrusive measures to stop it. Prompt handling also minimizes the number of involved students so that there is less peer pressure to resist the teacher. Finally, you will give the correct impression of fairness and consistency in handling problems.

Student Accountability

Establishing student responsibility for work is a major task in every class and is just as important in a low class. Before you plan the system, though, you need to find out whether school or district policy speaks to the matter of grading practices in low classes. Sometimes, a specific policy will be set forth, such as assigning a grade of "D" to a student who completes all assignments but at a level which would ordinarily receive a grade of "F". Another policy may be to forbid giving a grade of "A" to a student whose performance is below grade level, a policy which nearly eliminates the possibility of an "A" in a "low" class, even for a student who has made good progress and whose work has been excellent in that class. Obviously, the grading aspect of your

accountability plan must be adapted to whatever the school or district policy permits.

We recommend requiring the completion of daily assignments as the cornerstone of your system. A useful exercise to encourage students to accept responsibility for completing their work is to have them keep a record sheet on which they record each daily assignment grade. You will need to allow time in class to show them how to follow this procedure. Have them figure their weekly grade by calculating the average each week. Of course, you will have to teach them how to do this. Once established as a regular class procedure, it will help your students to keep track of their progress. It will also make clear the effects of not completing one or more assignments during the week.

You should also make appropriate participation in class a part of your grading system. Participation includes answering when called on, bringing appropriate materials to class, being on time, raising one's hand before speaking, and not calling out to other students or being out-of-seat. There are several ways to do this. (1) You can give weekly or daily points for the student to add to his/her daily assignment score. Rewarding participation encourages involvement, learning, and attendance. You can minimize bookkeeping time by giving participation scores as a closing activity. If your system is simple (e.g., 5 pts. = good participation; 3 pts. = some; 1 pt. = a little; 0 = none or disturbed class), you can award, record in your grade book, and call out points to 20 or so students in 2 or 3 minutes at the end of class.

(2) You can also help make students accountable by making it clear that everyone is expected to participate in class discussions. To achieve this, use "patterned turns" during recitation; that is, call on each student in turn. You can also keep a weekly answer sheet. Put each student's name on it and give a student a check for acceptable answers during recitation. You can then award points at the end of the week or when figuring weekly averages.

Planning and Conducting Instruction

Earlier in this chapter we discussed the need for obtaining frequent assessments of student learning during the content development phase of instruction. With "low" classes, such assessment is even more critical.

Frequent assessments (via questions and answers, written or oral responses given by all students, and demonstration of learned skills) not only give you information, but also keep your students involved in the activity.

Activity Sequences

In the section of chapter 8 on planning activities, we noted that a common sequence of activities is:

1. Opening
2. Content Development
3. Student Assignment
4. Closing

The activity, Checking Written Work or Oral Recitation, might be inserted after the Opening, or wherever appropriate. A disadvantage of this sequence in "low" classes is that it requires maintaining student involvement in the Content Development activity for an excessively long unbroken period of time. Assuming that the Opening, Checking, and Closing activities are handled efficiently and that you try to follow our suggestion of having the content development activity time be the major one of the period, then you will probably devote 30 or so minutes, on the average, to it. However, 30 minutes is a long time to try to maintain the involvement of lower ability classes in a single activity.

Therefore, in "low" classes we recommend modifying the sequence to include more cycles of Content Development-Student Assignment. This requires segmenting instruction into smaller portions. Instead of one Content Development-Student Assignment cycle, you should have two or three of them. There are two distinct advantages of using several cycles instead of one in "low" classes. One advantage is that it is easier to maintain student involvement because of the shorter time segments. Another advantage is that by careful monitoring you can easily observe the extent to which students are able to complete the assignments. This will make it much easier to pace instruction appropriately and to give corrective feedback and repetition during a later Content Development activity.

When using several instructional cycles, you must be especially aware of two things: pacing and transitions. You'll need to keep track

of time in order to leave enough of it for each activity. One way to save enough time for later activities is to plan brief Student Assignments in the first (or the first and second) instructional cycles (e.g., a few problems, exercises, questions, etc.) and to do one or two with the students to get them started. Thus, these earlier Student Assignments become just somewhat extended work samples. To avoid confusion about the assignment, it is best to write it on the chalkboard or overhead projector.

If a period contains more than one activity, it will have several transitions. Consequently, efficient transitions are a must. You might wish to review pacing and transition discussed in Chapter 8.

Some other suggestions for working with low achieving students are in the table below

Research shows that these things WILL HELP Low academic level students achieve basic skills	Research shows that these things WILL NOT HELP Low academic level students achieve basic skills
Time spent in structured learning activities led by the teacher	Time spent in unstructured or free time
Instruction broken down into small steps, short activities sequenced by the teacher	Long, unbroken periods of seatwork or independent work, with student choice of activities or sequences
Plenty of practice (repetition) with very frequent correction and praise	Little practice OR Independent practice without prompt feedback
A lot of supervision and help, in whole class or group settings	Individualized, self-paced instruction; independent work
Continuous teacher direction of student behavior and activity	Situations calling for much pupil self control or self direction
Materials or questions at a level of difficulty at which students have a high rate of success	Challenging materials or questions, or work in which students are not likely to know most of the answers
Many opportunities and much encouragement to answer teacher questions	Few opportunities or little encouragement to answer questions frequently

Research shows that these things WILL HELP Low academic level students achieve basic skills	Research shows that these things WILL NOT HELP Low academic level students achieve basic skills
Mostly narrow teacher questions with a "right" answer	Mostly open-ended questions
	Non-academic conversation
Calling on non-volunteers or using patterned turns to select students to answer questions	Selecting only volunteers when calling on students to answer questions
Immediate feedback (as right or wrong) to students' answers	Not giving clear feedback to students' answers
"Staying with" a student until he or she answers a question	Quickly letting someone else answer; leaving a student with little or no feedback
Short and frequent, rather than long and occasional paper and pencil activities	Games, art work, a lot of interest centers
Specific praise for good performance	Vague or general praise or praise when it isn't especially deserved
Covering material very thoroughly	Covering a lot of material quickly
A lot of time spent in teacher questioning, feedback, and supervised practice	A lot of class time spent in anything else

Summary Guidelines for Lower Ability Classes

9.1 Find out whether you have been assigned any lower ability classes. If so, find out what the basis was for the students' assignment. Also, determine whether the school or district has any policies about grading practices in such classes.

9.2 Include completion of daily assignments as a major part of your grading criteria. Consider including participation as another criterion.

9.3 When planning daily activities, use two or more Content Development-Student Assignment instructional cycles.

Teaching Heterogeneous Classes

In any class of 25 to 30 students, a range or spread of prior achievement and ability in the subject will be evident. When the range of prior achievement and ability is especially great, the classes are called "heterogeneous".

The amount of spread in prior achievement necessary for the designation "heterogeneous" is, like the designations, "low," "average," and "high" ability, an arbitrary one. For our purposes in this manual, consider a class to be heterogeneous when the spread in prior achievement in the subject area is around five or more grade levels between several of the highest achieving students compared to several of the lowest achieving students.

The instructional problem presented by extreme heterogeneity is obvious. If whole class instruction is used, with the same assignment for all students, that instruction will not be well-suited to the extremes in the class. On the one hand, it will be excessively repetitious for the most able students who will acquire very little additional comprehension and few new skills. On the other hand, it will

be too complex or difficult for the very low achievers in the class. It might be assumed that the solution to the problem is to use some form of individualized instruction or grouping of the students within the class. In fact, we will describe such procedures, to a limited degree, as a means of coping with extreme heterogeneity. They are not always the best solution, however, because grouping and other individualized procedures increase the complexity of managing the classroom, and they require the availability of instructional materials suitable for all levels in the class.

Assuming that you find yourself faced with the type of extreme heterogeneity that has been previously described, what can you do to cope with the situation? What are the most effective instructional procedures to use which will help the students at the extremes stay involved in the class and make progress in the subject? A number of possible procedures are suggested in this chapter. You may find that one or more of these are suitable for use in your class. The order in which they are listed indicates (roughly) the level of skill or effort required for each.

Assessing Entering Achievement. Before you do anything to modify your instruction, you should test the students' present knowledge or skill in the subject. This will tell you the extent of the differences within the class and which students are at the extremes. Test data may be available from the counselor's office, as a result of a district- or school-wide testing program from the previous year. Or you may be able to obtain a suitable test from your department chairperson, another teacher, or the curriculum supervisor in your district. Frequently, the teacher's copy of textbooks contains a recommended pretest. As a last resort, you can prepare your own test, sampling suitable content from the first part of your course. Once you have the results, you will have a basis for judging how heterogeneous your class is and deciding which strategies described below are suited to your situation.

Adjusting Instruction. Adjusting to the range of prior achievement and ability when planning assignments often can be done relatively simply. First, many assignments and projects are "self-adjusting". That is, all students will be able to do them to some degree, but more able students will simply be able to do a better job. In some cases, students may have a choice of projects to work on, and the teacher should guide

the selection appropriately. The other means of coping with ability differences when planning assignments is to differentiate them. That is, you can identify a "basic" assignment, consisting of those exercises, questions, problems, etc., that all students are expected to complete. Then, identify other more complex or difficult questions, exercises, etc., as the rest of the assignment for students seeking an "A" or a "B" grade.

Except for reading classes and for spelling activities in English classes, arranging students into several sub-groups for instruction is not often used to solve the heterogeneity problem. Instead, teachers cope with extreme ability range by providing supplementary reading material for both ends of the achievement continuum. This is more easily accomplished for more able students because of the wider availability of enrichment materials and advanced texts. When supplementary reading materials at a suitable level for poor readers are not available, cassette tapes and other media might be found. Curriculum coordinators, department chairpersons, or other teachers can often help you locate such materials. Finally, lower achieving students can often be helped by more demonstration or explanation. This can be done during whole class content development or during seatwork assignment activities.

Supplementing Whole Group Instruction

Listed below are some other suggestions for adjusting instruction in heterogeneous classes by supplementing whole group instruction.

1. If you have one or two students who are especially likely to have trouble with whole class assignments, place these students' desks where you can easily keep an eye on them during instruction and seatwork. As soon as you have given seatwork instructions to the whole class and you have monitored to verify that work has begun, check with the slower student(s) privately to go over instruction again, as needed. To make efficient use of time, if there are more than two such students, treat them as a small group.
2. Use differentiated assignments, with a "basic" part, and one or more advanced parts.
3. For more advanced students, provide supplementary reading material, media, or other forms of enrichment to extend student learning. In

reading and the literature portion of English, this is relatively easy because of the great amount of available material. In math, enrichment material can also be found. Check with your curriculum coordinator or department chairperson if you do not have access to it. The material may be used as the basis for regular assignments for particular students or as an extra credit option.

4. Obtain workbooks, readers, spellers, etc., from earlier grade levels for use with extremely low achieving students. Such materials (frequently with a coded grade level to prevent the students or their friends from identifying it) are often available in the book storage room of your school or from publishers. Ask other teachers if they know of suitable materials. Use these materials whenever the "basic" assignments are too difficult for these students.

Small Groups

You may decide that the differences among students are so great in particular areas of your subject that the procedures suggested in items 1-4 above to supplement whole group instruction are not enough. You may decide to divide your class into two or more groups for some or all of the instruction. Some plausible examples are presented below.

> A reading teacher clusters students into groups of six, seven and twelve students; they use materials appropriate for fourth, seventh, and ninth grade reading levels, respectively.
>
> An eighth grade English teacher groups students for spelling only. Groups of five, eight, and fourteen students each use spelling materials keyed to the third, seventh, and eighth grades, respectively.
>
> An eighth grade math teacher uses whole class instruction for approximately the first one-half of the lessons in each chapter. Then, students are divided into groups of six and twenty-two students. The smaller group uses a supplementary workbook covering essentially the same content and receives a second dose of presentation, review and practice similar to the material previously covered. The larger group continues in the same chapter until it has been completed.

In each of the previous cases, the teacher had to decide how many groups to use, which students to assign to a particular group, the suitable instructional level/materials for each group, and for which aspects of instruction groups were suitable. Note that even in smaller groups, there will still be a range of achievement; however, it will be

substantially less than in the total class, as long as appropriate criteria have been used as the basis for grouping.

The use of groups is not recommended unless the following conditions are all met:

a. Whole class instruction modified by items 1-4 above is insufficient to meet the needs of many of your students.

b. You have available for your students' use instructional materials suited to each group's level.

c. You have assessed your students' level of achievement and are satisfied that you can place them accurately.

Assuming that these conditions are met, then the key to successfully implementing small groups is to establish appropriate rules and procedures for this activity and to recognize potential problems so that you can prevent or minimize them.

Guidelines for Using Small Groups Successfully

First, you need to understand how small group instruction works. A common practice is as follows. Suppose you have three groups, X, Y, and Z. After opening the class, you give groups Y and Z a seatwork assignment, and then you meet with group X for content development. When you finish with group X, you give its students an assignment. You then meet with group Y for checking and content development. Then, you give group Y an assignment and meet with group Z for content development. Finally, you give group Z an assignment. In the remaining time you monitor the class, give individualized help and then close the period.

Another common format for organizing small group instruction is to provide initial instruction and a common assignment for the whole class. Then the teacher meets with the separate groups for supplemental instruction, review, or enrichment, and gives each group its own assignment in addition to the common assignment.

Some of the instructional and managerial problems associated with small groups include the following:

a. Extensive planning is required because several lessons are taught in the same period;

b. Students receive relatively short periods of content development, and they must work for long periods in seatwork;

c. Monitoring the student seatwork activity is especially difficult because the teacher is almost always working with one of the groups; and

d. Consequently, seatwork assignments must be planned so that while the teacher is working with the first group, the other groups have tasks that they can do with no assistance.

Because of these problems, it is especially important for you to establish rules and procedures which will govern the class during group activities. The following chart is designed to help you plan basic procedures should you decide to try small group instruction. These procedures should be explained clearly, and you must monitor the whole class carefully even while in a small group.

PROCEDURES DURING GROUP INSTRUCTION

Subject	Things to ask yourself	Comments
A. Location of students	Does the location of the group allow for as much teacher eye contact with the remainder of the class and as few distractions as possible?	Decide whether to re-arrange student seating according to group or, if you have space in your room to set up a group instruction area. Rearranging seats has the advantage of eliminating student movement when you change groups, i.e., you move from one group to the other, rather than the students leaving their desks to move to the group area. Also, you may be able to plan small group seating so that each group has proximity to a different board, screen or display area for assignments and to different storage areas (e.g., book-shelves) for materials.
B. Materials	What materials and supplies will be needed?	
C. Student movement into and out of the group	What procedures, rules, and teacher signals do you need to explain in this area?	If you have students move in and out of groups, you'll need explicit rules. Once out of their desks, some junior high students will wander around the classroom.

PROCEDURES DURING GROUP INSTRUCTION (cont'd)

Subject	Things to ask yourself	Comments
D. Activities for students not in the group	What activities will the rest of the class members do that will minimize their need for you and yet will keep them as productively busy as possible? What should they do if they finish their assignments?	The seatwork assignments must be designed to require as little help from you as possible because you'll be working with other groups. Students wandering into your group activity to obtain your assistance will interrupt you and your group.
E. Expected behavior for students not in the group	What specifically do you expect concerning noise level? How and when can students get assistance from you during group activities? Whispers or silence? Will students be permitted to help each other when you are not available?	You should communicate your expectations and standards clearly to your class before you use group work, and, when necessary, at later times.

Summary Guidelines for Instruction in Heterogeneous Classes

9.4 Find out whether one or more of your classes is likely to exhibit extreme heterogeneity in initial achievement levels. Obtain or design a diagnostic test to assess the extent of student differences.

9.5 Plan appropriate modifications of your instruction to accommodate heterogeneity. Possible methods include supplementary instruction, differentiated assignments, enrichment, supplementary basic materials, and grouping students for instruction.

Activities for Chapter 9

* Activity 1 Read Case Study K which describes activity sequences in a mathematics class of lower ability students. As you do so, notice how using several short Content Development-Student Work Sample or Assignment cycles has helped the teacher pace instruction, give needed corrective feedback, and keep all students involved.

* Activity 2 Begin a collection of supplementary, enrichment, or remedial materials you can use in conjunction with the basic text for your subject. Check with other teachers and your curriculum coordinator.

* Activity 3 Read Case Study L which describes the use of small groups for spelling instruction in a heterogeneous English class.

CASE STUDY K

A Lower Ability Math Class

Time	Description	Activity
9:31	The teacher begins a lesson on addition of decimals by putting a problem on the board and reminding the class that adding decimals is really not much different from adding whole numbers. He calls on a student to work the problem, who does so correctly. The teacher says "Very good," and reminds the students not to pay attention to the decimal until they're finished with the problem.	Content Development
9:33	The teacher then starts asking review questions on decimals, having the students tell him what place the decimal is in. The teacher then puts another example on the board and calls on a student to work it. Edward tries to work through the problem and then says, "Tell me what's wrong!" The teacher says, "Well, let's find out. How can we tell?" The teacher and the class then work through the problem again. The teacher then puts	
9:38	a third example on the board and asks the students to work this problem on the paper that they'll be using for the assignment. As the students are working, the teacher circulates, checking to see if the students are doing the problem correctly. The teacher sees one student who has worked the problem incorrectly and says, "Think about that, Bill." After the students have been working for	Work Sample
9:41	three minutes, the teacher stops them and says, "Let's look up here." He works the problem, reminding the class that when they're adding decimals they must be sure to get the decimal place and the numbers in the right places. The teacher then puts another problem on the board, saying that he would like to see if more people could get it right this time. The teacher then walks around among the students, checking to see how they are	Feedback Work Sample
9:45	doing. At 9:45, the teacher goes through the problem, showing how to line up the decimals. Then he introduces a subtraction problem. He works one, explaining as he does. Then he puts a subtraction problem involving decimals on the board and directs everyone to work it. Circulating around the room, he sees that all can do it.	Feedback Content Development Work Sample

Time	Description	Activity
10:00	After discussing the problem, the teacher puts the assignment on the board and has the students begin work. As the students work, the teacher walks around them, checking on their progress and helping them when necessary. The students work quietly, and the teacher continues to help them throughout the activity.	Feedback Seatwork Assignment Monitoring
10:20	Three minutes before the end of class, the teacher brings the activity to a close, stating that the assignment is due tomorrow at the beginning of class, and then makes some general announcements	
10:23	before the bell rings at 10:23. After the bell rings, the teacher dismisses the class.	Closing

CASE STUDY L

Using Small Croups

Description	Comments
As the students are entering the room, the teacher tells them to get ready for class, and asks them to get out their journals and prepare a sheet of paper for a spelling test. After the bell rings, the teacher begins introducing the two activities which will be proceeding simultaneously: spelling tests for three groups and a composition assignment. The teacher gives the instructions for the composition (journal) assignment, pointing to a large sheet of paper at the end of the room, on which the assignment is posted. She explains the assignment, which is to write one-half page about a favorite movie star and/or movie. She then reminds the students that she will also at the same time be going around the room administering spelling tests successively to three spelling groups. When students are not taking the test, they are to work on the journal assignment. Students in each group are seated together. As the students begin work, the teacher begins administering the test to the first spelling group. She stands near the group's desks and uses a low voice. While she gives the test, she also monitors the rest of the class to make sure that they remain on-task. After she finishes giving the test (about five minutes), the teacher collects the papers, puts them in a specially marked file folder, and goes to the next group. She begins giving the test to them and signals for quiet when there is some noise from the other side of the room.	The teacher has planned activities so that no students are simply left waiting while tests are being administered to various groups. The teacher does not attempt to administer three tests aloud simultaneously. Such a procedure promotes confusion, especially among lower ability students. Grouping is one way of taking account of the differential abilities of students in heterogeneous class. But it requires organization and managerial skill. Monitoring the class is no less important here, but it is more difficult because the teacher's primary focus is on the group s/he is working with at the moment.

Description	Comments
When the teacher finishes with this group, she answers a question for a student who raises his hand, files the papers, then she goes to the next group and gives them their test. While she gives the tests, the teacher is careful to monitor the rest of the class, making sure they remain on task. When the teacher finishes administering the test to the third spelling group, she takes up their spelling papers, files them, and gives the entire class a warning to finish up and proof their composition journal assignments within the next one minute.	The teacher does not allow students to interrupt her while she is working with another group.
This teacher uses a similar routine for spelling seatwork and for introducing students to their new spelling words. The seatwork assignment for each group is posted near their area of the room. Each group's assignment includes at least one simple introductory task that students can do with no help from the teacher (e.g., for lower ability students, copying each word five times; for higher ability students, looking up words in the dictionary and/or writing sentences with them.) After general instructions, all students begin work. The teacher works first with one group, going to their seating area to preview the words, work on pronunciation, and work through some of the assignment orally. Then she moves to another group.	Seating groups together facilitates posting assignments, distributing or taking up papers, and unobtrusive group oral work. By using groups, this teacher makes it easier to see that every student is able to do the assigned work. Each student is included in some appropriate oral recitation.

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